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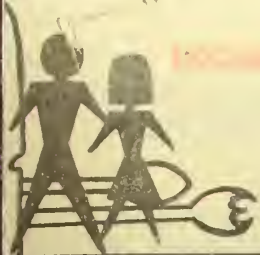
SCHOOL FOOD SERVICES
NEWSLETTER



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SCHOOL FOOD SERVICES newsletter

Published by Georgia Rice, Office of Public Instruction - Helena, Montana 59601

May June, 1977

COMING EDUCATIONAL ATTRACTIONS

- Frontiers in Nutrition June 21, 22 and 23, 1977 — Montana State University Campus — Bozeman
Topics will cover, weight control, fats in the diet, cultural aspects of food, nutrition education, child nutrition, nutritional adequacy of the food supply.
- Montana School Food Services Association Conference August 16 and 17, 1977 — C.M. Russell High School-Great Falls
Tuesday A.M. — Montana School Food Services General Meeting
Tuesday P.M. — Vendors display, demonstrations
Wednesday — Food Purchasing Seminar, for those whose responsibilities include food purchasing.

FALL WORKSHOPS

In cooperation with the seven regional workshops sponsored by the Superintendent of Public Instruction, the state Division of School Food Services staff is planning sessions for school food service personnel. We urge all persons with responsibilities in this area to attend these sessions. There will be information for superintendents, manager/cooks, assistants, clerks and teachers. Additional area mini workshops will be conducted in September and October by the state Division of School Food Services staff at sites not reached by the regional workshops.

Regional Workshops:

Columbus, Columbus High School	August 23, 1977
Wolf Point, Wolf Point High School	August 25, 1977
Glendive, Dawson County High School	August 26, 1977
Simms, Simms High School	August 30, 1977
Stanford, Stanford High School	August 31, 1977
Polson, Polson High School	September 2, 1977
Anaconda, Anaconda High School	September 6, 1977

MINI, Area Division of School Food Services Workshops Scheduled: 4:00 P.M. to 7:00 P.M.

Worden, Huntley Project Elementary School	September 13, 1977
Colstrip, Colstrip High School	September 14, 1977
Bozeman, Willson Middle School	September 15, 1977
Missoula, Hellgate High School	September 26, 1977
Plains, Plains High School	September 27, 1977
Columbia Falls, Columbia Falls High School	October 4, 1977
Shelby, Meadowlark Elementary School	October 5, 1977
Malta, Malta Elementary School	October 6, 1977

For the evening meal at the mini workshops, we are requesting each school represented bring "Type A" box lunches for each of the participants from their school. This is part of the workshop learning experience. Do join in.

WILLSON
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MONTANA MINIMUM WAGE LAW

School Food Services Bulletin No. 20, Item IV made reference to a U.S. Supreme Court ruling barring the application of the Fair Labor Standards Act (FLSA) minimum wage and overtime pay standards to state and local government employees.

Noncertified employees, including school food service personnel, are covered under the Montana Minimum Wage Law and its overtime provisions. These employees must be paid a minimum of \$2.00 an hour for the first 40 hours per work week plus time and one-half the hourly rate for all hours in excess of 40 each workweek.

FOOD DISTRIBUTION PROGRAM BRIEFS

The following forms have been mailed to schools:

1. Information Sheets for the 1977-78 School Terms
2. End-of-the-Year Inventory Report of USDA Donated Foods
3. Food Distribution Receipt and Billing

Please read the instructions on each form, complete and return as indicated. The second offering of canned boned chicken which has been allocated for delivery this school year will not be shipped because of late arrival. This food will be stored in Helena during the summer and sent to schools at the beginning of the 1977-78 school year.

LEMON SHERBET

As prepared by Hansen's Commercial All Star Dairies - Missoula

Ingredients	9 gallons, 2 quarts		
	Weights	Measures	
Ice Cream Mix		2 gal.	
Frozen Concentrated Lemon Juice (USDA)		1 qt.	
Corn Syrup Solids	5 lb. 8 oz.		
Beet Sugar	11 lb. 8 oz.		
Gelatine	5½ oz.		
Water		5 gal.	

LEMON DRINK

Ingredients	Weights	Measures	Directions
Sugar		10 cups	1. Dissolve sugar in water.
Water		11 - 30 oz. cans	
Frozen Concentrated Lemon Juice		1 - 30 oz. can	2. Stir in frozen concentrated lemon juice

Submitted by JoAnn English, Manager/Cook Lincoln McKinley School, Havre

NATIONAL SCHOOL LUNCH WEEK 1977

"Eat to Learn - Learn to Eat"

"Everything you ever wanted to know about nutrition but were afraid to ask." October 9 through 15 is National School Lunch Week. Nationally known Wee Pals cartoon characters help promote National School Lunch Week across the nation and make students aware of nutrition. They're also helping ASFSA and USDA launch another school lunch week five year theme. Nipper and his pals will be with us for the next five years to help students become more aware of nutrition and the great things it can do for them.

The Universal Menu Day of National School Lunch Week is Wednesday, October 12, Columbus Day.

1977 UNIVERSAL MENU

Lasagne da Vinci

Coliseum Broccoli Salad with Italian Dressing

Gondola Garlic Bread

Sunny Italy Fruit Surprise

Mama Mia Milk

We have reproduced an order form listing National School Lunch Week materials that are available through the American School Food Service Association in Denver. Don't forget to order early!

HAVE A GOOD SUMMER!

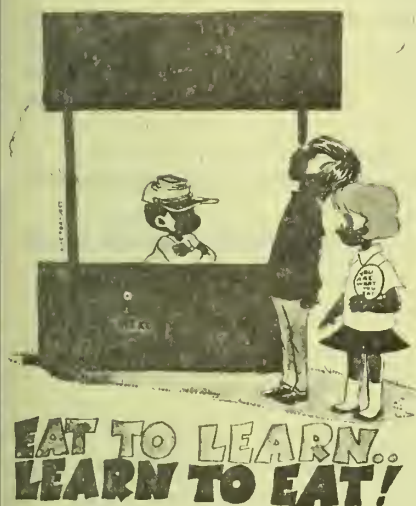


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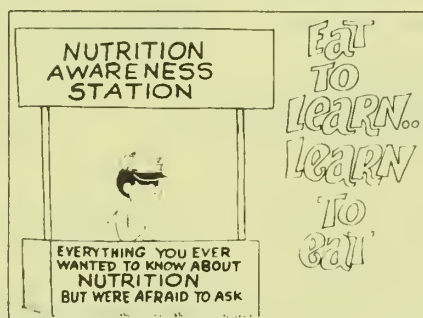
NATIONAL SCHOOL LUNCH WEEK 1977

Materials Order Form



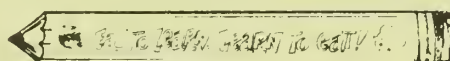
Folders: With the poster picture in full color on the front, these heavy-weight folders contain two glued pockets inside and make perfect press kits, information packets, or just plain files.

Each	\$ 1.10
10	\$ 10.00
50	\$ 45.00
100	\$ 83.00



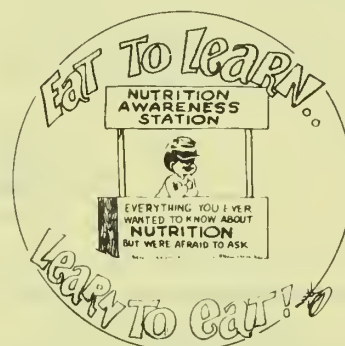
Notepads: A good way to keep yourself and others aware of nutrition is writing notes on this year's notepads. Featuring Nipper at the Nutrition Awareness Station, these 5½" x 8½" notepads are printed in full color.

Each	\$ 1.20
10	\$ 11.00
25	\$ 24.75
100	\$ 91.00



Pencils: Nipper and Connie say, "Eat to Learn...Learn to Eat!" on our National School Lunch Week pencils. Eraser-ended, the No. 2 pencils are sold 100 to a package. They are great for jotting down notes, giving away, or selling.

Each	\$ 8.00
10	\$ 33.30
25	\$ 61.30
100	



Balloons: You can't have a celebration, let alone National School Lunch Week, without balloons. An ever popular item these 8" round balloons come in an assortment of colors and are packaged 100 to a bag. Nipper, of course, is at the Nutrition Awareness Station. Use these delightful balloons to decorate your lunchroom or give away as prizes.

100	\$ 5.00
500	\$ 20.95
1000	\$ 38.50

Calendars: What schools need (and anyone else who operates on the school year rather than the calendar year) is a calendar that runs from September to August. That's what this year's National School Lunch Week calendar does. Each month's art is a full-color, four-frame cartoon strip of Wee Pals characters turning good nutrition into good fun. Calendars make a great day-to-day reminder for yourself, teachers, and others and have proven to be popular resale items.

Each	\$ 2.50
10	\$ 23.00
25	\$ 51.25
100	\$189.00

Posters/Banners: Students at all grade levels will instantly recognize Morrie Turner's nationally syndicated Wee Pals cartoon characters, Nipper, Connie, and Rocky on this year's National School Lunch Week poster. The poster bears this year's slogan "Eat to Learn...Learn to Eat!" This poster should help everyone become more aware of nutrition. The posters measure 23" high by 17" wide and the banners, declaring National School Lunch Week dates, measure 23" wide by 6" high. National School Lunch Week without a poster is like a day without lunch.

Each	\$ 1.00
10	\$ 7.50
25	\$ 17.00
100	\$ 62.00

Nutrition Awareness Station

Stock-up Items

Year after year certain National School Lunch Week materials have remained popular. We're still printing them and you're still ordering them. Don't skip this chance to stock your Nutrition Awareness Station with these tried-and-true items.

Placemats: These follow-the-dot coloring placemats of last year's circus train are packaged 30 to a set for classroom use. After the children have filled in the dots and colored the picture, they can use them as placemats or wall hangings.

Each set	\$ 3.00
10	\$ 17.00
50	\$ 75.00
100	\$125.00

Bear Badges: No one will be shy about asking questions when they know your name. And they can't help but see your name with these great big 4" badges featuring the ever popular bear left over from school lunch week a couple of years ago. These badges are great for everyone. There's room for even the longest name and you can even wash it off and write in another.

Each	\$.50
10	\$ 2.50
25	\$ 5.00

Yummy Rummy: This rummy game based on good nutrition turns good nutrition into good fun. If things get slow at the Nutrition Awareness Station, kids can play Yummy Rummy.

Each	\$ 1.50
10	\$ 11.50

Fun with Foods Coloring Book: Always a favorite, this coloring book helps

teach nutrition to primary and pre-school children.

Each	\$.50
25	\$ 5.70
100	\$ 16.10

Activity Fun with Foods: This great nutrition education tool contains puzzles, games, and word games for elementary students from second through sixth grades.

Each	\$.50
25	\$ 5.70
100	\$ 16.10

ASFSA Informals: For two years in a row ASFSA members have made this attractive informal stationery popular. Use them for invitations, thank yous, or just short notes. They feature the ASFSA logo and border in blue and are packaged 20 notes and 20 envelopes to a box.

Each box	\$ 2.25
10	\$ 19.30
25	\$ 46.25
100	\$178.60

Mail orders to: School Lunch Week Department
American School Food Service Association
4101 E. Iliff Ave./Denver, Colo. 80222

MINIMUM ORDER \$5.00

QUANTITY	ITEM	COST
	Posters/Banners	
	Folders	
	Notepads	
	Balloons	
	Pencils	
	Calendars	
	Placemats	
	Bear Badges	
	Yummy Rummy	
	Coloring Book	
	Activity Fun with Foods	
	ASFSA Informals	
(Minimum Order \$5.00) TOTAL:		

I enclose my check for \$ _____

Circle Month preferred for mailing (orders take from three to six weeks for delivery).

MAY JUNE JULY AUGUST SEPTEMBER

All orders mailed after **SEPTEMBER 1st** will be charged for special handling.

No order accepted after **SEPTEMBER 15th**.

MINIMUM ORDER IS \$5.00.

Name of organization _____

Ordered by _____

Give name and address where orders should be shipped:
(Do not use your post office box number for large orders.)

Name _____

Street Address _____

City _____

State _____ Zip _____

TYPE A TOPICS

APRIL 1977

DETERMINING MEAT CONTRIBUTIONS TO THE TYPE A LUNCH

In this day of modern food technology, keeping up to date on all of the commercially prepared food products on the market--their quantity yields, composition, and cooking directions--can be difficult. How do foods like frozen pizzas or pre-portioned hamburgers contribute toward the requirements of the Type A lunch? Due to the abundance of commercially prepared foods on the market, the U.S. Department of Agriculture's Food and Nutrition Service in Washington is giving attention to the problems encountered in determining a product's contributions toward this lunch.

Procedures for determining a product's Type A contribution are no different from what you're used to in evaluating recipes. USDA's basic program aids are valuable tools to assist you. These program aids include "A Menu Planning Guide for Type A School Lunches," PA-719; "Food Buying Guide for Type A School Lunches," PA-270; and "Quantity Recipes for Type A School Lunches," PA-631. Fact sheets are available that give recipes and quantity yields for USDA donated foods and a few special foods like textured vegetable protein.

This issue addresses some frequently asked questions about the contributions of the meat or meat alternate component. The information presented here reflects current policy, but policies are continually under review. Your State agency or USDA Regional Office will keep you abreast of changes and policies.

Q: The Type A requirements call for 2 ounces (edible portion as served) of lean meat, poultry, or fish. What is "edible portion as served of lean meat?"

A: "Edible portion as served of lean meat" refers to a serving of cooked lean meat minus the inedible parts--bones and trimmable fat--and is intended to provide a comparable level of nutrition for the various cuts of meat. Many variables influence the amount of cooked lean meat provided by different types of raw meat. The quality and fat content of the meat, the physical form of the product (ground or sliced), the cooking time and temperature, and the method of preparation are all important influences. Cooking yields must be determined by laboratory research for each specific kind and form of meat. These yields reflect the amount of raw meat that is required to provide an approximately equal level of nutrition per serving. The Food Buying Guide provides yields that have been determined at USDA laboratories.

Q: How do I determine the contributions a purchased pre-portioned beef pattie makes toward the Type A lunch?

A: A beef pattie is a "nonstandardized" product. This means you will need to know the amount, quality, and fat content of the meat in the pattie.

One way to determine and assure the pattie's contribution would be to purchase the patties using explicit purchase specifications that will stipulate the quality grade and the fat limitations of the raw meat used. In your purchase specifications you will also need to specify the raw weight of the portion size that will provide the amount of cooked lean meat that you desire.

FOR THE ADMINISTRATOR

Local school systems are particularly effective program sponsors because of their experience with related food service programs during the school year.

Becoming A Sponsor

In order to evaluate your school's eligibility to participate, you may wish to analyze its free and reduced price meal applications to determine your community's need. Are at least one-third of the children in your school eligible for free and reduced price lunches during the school year? Does your school serve an area with many low-income families? If so, your school may be eligible to sponsor a summer food program. At the same time, you can bring revenue into the school system, providing year-round employment of trained school personnel (who otherwise might not have summer employment). You will also utilize school facilities to the fullest.

Becoming A Vendor

While many school districts cannot maintain all their facilities during the summer, quite a few are willing to use the food service facilities. Schools that cannot undertake the administrative responsibilities that sponsorship of a summer food service requires can still help by providing vendor service to local sponsors of summer programs. As a vendor, the school is responsible for food preparation which meets specific nutritional requirements.

Establishing A Program

If you are interested in sponsoring or providing vendor service for the Summer Food Service Program for Children, you may wish to coordinate your efforts with your school district office. School district offices can contact the State educational agency for further information on the program and on how and where to apply. Private schools can learn more about the program by contacting the State educational agency or regional office that has responsibility for the administration of the program in their State. For further information directly from the national office, please contact:

MARGARET GLAVIN, MANAGER
SPECIAL FEEDING PROGRAMS BRANCH
CHILD NUTRITION DIVISION, FNS
U.S. DEPARTMENT OF AGRICULTURE
201 14th STREET, SW
WASHINGTON, DC 20250

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color or national origin.

A number of Institutional Meat Purchasing Specifications (IMPS), issued by USDA, may be used for products served in school lunches. A set of IMPS is available free of charge from the U.S. Department of Agriculture, Agricultural Marketing Service, Washington, D.C. 20250. IMPS specify such things as the quality grade and fat limitations. With this information, use the Food Buying Guide to calculate the raw weight of the portion size needed to provide the amount of cooked lean meat that you desire. If seasonings are added, the weight of the seasonings would be added to the weight of the pattie.

After you have decided upon satisfactory specifications, you need to take steps to be sure they'll be met. The safest way to assure your specifications are met is by requiring the meat processor under contract to have the product inspected by a USDA Agricultural Marketing Service (AMS) meat grader.

If you have already purchased a product or if purchase specifications are not feasible, get the following information from the food processor's sales representative:

- The ingredient formulation for a batch of the product.
- The number of servings yielded from the batch.

Evaluate the formulation as you would a recipe. Find out how much of the product is actually meat (no more than 30 percent fat) and calculate the amount of cooked lean meat per serving of the product using the information contained in the Food Buying Guide. Bread crumbs, flour, nonfat dry milk, and similar ingredients, used either in the product or as breading, cannot be used in meeting the meat or meat alternate requirement.

If textured vegetable protein is used, see if it's fortified. Only products fortified to meet the requirements of FNS Notice 219 may be used. USDA listings of products meeting the requirements are available from your State agency or regional office of USDA's FNS.

Determine if the dry textured vegetable protein is hydrated and combined with the uncooked meat according to the proportions outlined in FNS Notice 219. A maximum of 30 parts hydrated textured vegetable protein to 70 parts uncooked meat may be applied to the meat or meat alternate requirement of the lunch. Since textured vegetable protein retains moisture, the weight of the cooked pattie will be more than an all-meat pattie (without textured vegetable protein).

Q: Can FNS approved fortified textured vegetable protein be used in processed meats like frankfurters, turkey roll, or luncheon meat?

A: At present, fortified textured vegetable protein products can be used as a partial replacement for meat only in mixtures of ground, diced, or chopped meats; poultry; or fish. It may be used in menu items like patties, meat loaves, pizza, meat sauces, or stews, but does not contribute to the meat or meat alternate requirement in processed meats like frankfurters, turkey rolls, and luncheon meats.

Q: Pizza is popular in my school, and I prefer to purchase frozen pizza rather than to make my own. How can I know what contribution a frozen pizza makes toward the Type A lunch?

A: USDA has developed guidelines for pizza companies to use in making a pizza that will provide 2 ounces of meat or meat alternate and will fulfill the bread requirement. A pizza that follows those guidelines is called a "CN Pizza." A list of pizza products that have been examined by USDA in Washington and that follow the guidelines is available from your State agency or regional office of USDA's FNS. USDA updates the status of such listings on a monthly basis.

Q: Can roasted peanuts be counted as a meat alternate?

A: No. Although the nutritive value of peanuts is comparable to peanut butter, school lunch regulations require that the meat or meat alternates in the lunch be served in the main dish, or the main dish and one other item. It is important to maintain the Type A pattern in a form that will provide a meal which includes a recognizable main dish item. The entree plays an important role in the acceptability and consumption of the total meal, and therefore, influences the total nutritional quality of the meal. All the items currently used as meat or meat alternates--meat, poultry, fish, cheese, eggs, dried beans, and peanut butter--can be served as a main dish. Peanuts and other nuts are not generally regarded as main dish items, but as snack foods. Because of this, nuts have been classified as "other foods" and cannot be counted as a meat alternate.

In the next issue we will address some questions about contributions made toward other components of the lunch--bread, fruits and vegetables, and milk.



Montana Nutrition Council

Spring 1977

NUTRITION UPDATE*

A TASTE SWEET AS HONEY

by

Patricia Dickey, R. D.

During the past fifty years, there has been an increase in the amount of refined white sugar consumed in this country. Because of the association between table sugar (sucrose) and such conditions as dental caries and heart disease, many Americans are now in the process of "upgrading" their diets by decreasing the consumption of and/or finding substitutes for white sugar. One sweetening agent, honey, appears to be gaining greater popularity than some of the others. Before deciding how to cast your vote between sucrose and honey, listen to some facts about the controversy.

In order to understand differences and similarities between carbohydrates, one must be aware of how the various carbohydrates are classified. Fructose, galactose, and glucose are the monosaccharides or simple sugars which combine to form more complex molecules including disaccharides (sucrose, lactose, and maltose), and polysaccharides (starch, dextrins, cellulose, and inulin). Fructose was so named because it occurs most abundantly in fruits. It usually occurs in nature in combination with other sugars such as glucose or sucrose. Galactose is the simple sugar which combines with glucose to form lactose or milk sugar. The third monosaccharide is of major importance because all the hexoses absorbed from the gastrointestinal tract are converted into either glucose or glycogen.

In addition to being found in fruits, fructose is also found in quantity in honey. The composition of honey varies, but generally fructose is the predominating sugar (40.5 percent) with glucose a close second (34.5 percent). Sucrose constitutes only about 2 percent of the total sugar content. Honey is approximately 18 percent water and also contains some dextrins, small amounts of mineral salts, and traces of formic acid. Aside from the carbohydrate, the most significant nutrient in honey is the iron, but the ratio of nutrients to calories is very poor. One would need to eat over 5 tablespoons of honey (310 calories) to obtain 0.9 mg. of iron--the amount found in one medium egg yolk.

A common fallacy today is that honey is a natural form of sugar and can, therefore, be safely consumed by persons with diabetes and hypoglycemia. Honey is, in fact, composed of the same two simple sugars--glucose and fructose--that are yielded by sucrose during the digestive process. Ounce for ounce, honey contains the same amount of concentrated carbohydrate and therefore calories as table sugar.

Some have promoted the fructose content as being the key to using honey in diabetic and hypoglycemic diets because of the metabolic pathways involved. A good deal of research has been conducted on the digestion and absorption of fructose as well as its insulin stimulating properties.

The elapsed time before a monosaccharide is absorbed from the gastrointestinal tract is largely governed by the rate at which it enters the small intestine and the mixture of foods in the small bowel at the time of absorption. The best available evidence indicates that the rate of absorption of fructose from a 50 cm. length of jejunum is about 5 gm. per hour, that for galactose at about 9.5 gm. per hour, and the rate for glucose being about 8.0 gm. per hour. These rates are for sugars at a concentration of 10 percent or above--the rate of absorption below 10 percent varies directly with the concentration. Fructose is therefore absorbed through the intestinal mucosa somewhat more slowly than the other monosaccharides.

There has been some confusion as to whether fructose has any effect on insulin release or synthesis. One research group investigated the action of fructose on insulin secretion using isolated perfused rat pancreas preparations. Their results indicated that fructose potentiated insulin release when a stimulatory concentration of glucose was also present. When glucose was absent from the perfusing medium, however, fructose alone did not result in the release of insulin. A more recent study investigated the effect of fructose on arginine-induced glucagon secretion and insulin release in perfused rat pancreas. They concluded that fructose has an inhibitory effect on glucagon and a stimulatory effect on insulin release induced by arginine, but less potent than the effect of glucose.

As evidenced by the above results, fructose does not appear to stimulate insulin secretion to as great an extent as glucose, but as stated previously, fructose is not found naturally in the pure form but rather in combination with glucose. Since honey is a concentrated carbohydrate and contains both fructose and glucose, it would tend to have the same insulin stimulatory effect as table sugar and should, therefore, be regulated in the diet of persons with diabetes or hypoglycemia.

Fructose has the ability to cause an apparent increase in the rate of ethanol metabolism which is a complex and not completely understood relationship. This "fructose effect" has special bearing on alcoholic hypoglycemia and was studied at the University of Missouri. The research was conducted using miniature swine and indicated that the hypoglycemia resulting from intragastric infusion of ethanol was counteracted by simultaneous infusion of fructose. The quantity of ethanol or ethanol and fructose was directly related to the amount and time of peak plasma ethanol concentrations. This phenomenon could have great significance for people being treated in alcoholic detoxification units.

Other experiments done with fructose have yielded interesting results which will require further investigation. A British group confirmed the fact that dietary sucrose results in a loss of sensitivity of rat adipose tissue to insulin and related this to the fructose component of the sucrose molecule. Another team measured the effects of fructose ingestion on serum triglycerides in 18 to 21 year old men. The results indicated that the immediate metabolic response to fructose ingestion was a significant decrease in serum triglycerides. Over a longer time period, however, an increase in the fructose content of the diet led to an increase in the level of triglyceride in the fasting serum.

Honey has a pleasing flavor and aroma and certainly has a place in the American diet. If, however, you are planning to substitute honey for table sugar to avoid the poor ratio of calories to nutrients or the insulin stimulatory effect, you must remember the facts as stated herein. A recommendation for those who are truly interested in "upgrading" their diets would be to decrease their total consumption of concentrated sweeteners. Consume more of the complex carbohydrates such as breads, cereals, fruits, and vegetables because they provide many essential nutrients in addition to the carbohydrate and calories. They also add variety to the diet and taste very good.

Sources:

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*This newsletter is prepared and distributed under the auspices of the Montana Nutrition Council. If there are review topics which would interest you, please contact PATRICIA DICKEY, 416 W. Olive, Bozeman, MT 59715.

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* * * * *

UPCOMING NUTRITION RELATED EVENTS - 1977

June 2 Nutrition Council Quarterly Meeting
 Helena, Montana

June 21, 22, 23 Nutrition Conference, "New Frontiers in Nutrition"
 Montana State University Campus, Bozeman, Montana

NEW FRONTIERS IN NUTRITION:

Featured Speakers:

Arnold Schaefer, Ph.D.
Philip White, M.D.
Barbara Hicks
Emerita Alcantara, R.D., Ph.D.
E. Neige Todhunter, Ph.D.
Helen D. Ullrich, R.D.
George Briggs, Ph.D.

Tentative Topics:

Weight Control
Fats in the Diet
Cultural Aspects of Food
Nutrition Education
Child Nutrition
Nutritional Adequacy of the
Food Supply

University Credit Available

For information, contact: (Miss) Marian Moline
Cooperative Extension Service
Montana State University
Bozeman, Montana 59715

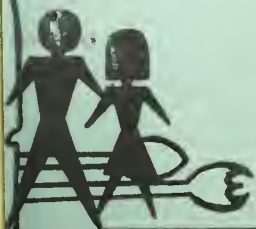
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Office of Public Instruction
Helena, Mt. 59601

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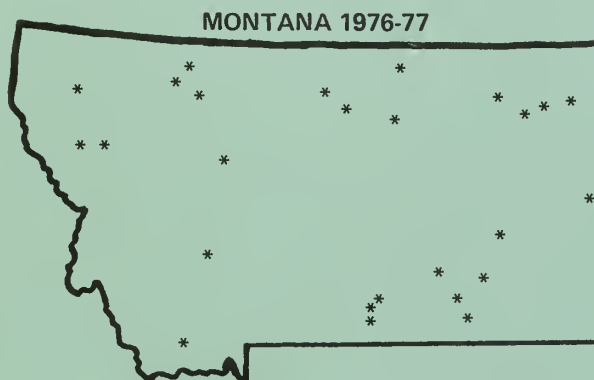
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Apr. 1977

March-April 1977

MARCH IS NATIONAL NUTRITION MONTH

SCHOOL BREAKFAST PROGRAMS



<i>Beaverhead</i>	Lima	<i>Lake</i>	Elmo
<i>Big Horn</i>	Pryor Hardin Lodge Grass Wyola	<i>Lewis & Clark</i>	Mountain View
<i>Blaine</i>	North Harlem Hays-Lodge Pole	<i>Missoula</i>	Missoula Co. High Missoula Elementary
<i>Cascade</i>	Great Falls	<i>Pondera</i>	Heart Butte
<i>Custer</i>	Pine Hills	<i>Roosevelt</i>	Wolf Point Poplar Brockton
<i>Dawson</i>	Eastmont Training Center	<i>Rosebud</i>	Lame Deer
<i>Glacier</i>	Browning East Glacier	<i>Valley</i>	Frazer
<i>Hill</i>	Box Elder Rocky Boy	<i>Yellowstone</i>	Billings Yellowstone Boys Ranch

WHAT BETTER WAY TO START THE EDUCATION DAY?

Twenty-six school districts encompassing 69 schools with an enrollment of 23,899 offer their students an opportunity to socialize for a few minutes at the beginning of the school day while enjoying a nutritious reimbursable breakfast/snack. In no way is the breakfast program intended to replace the function of the home and the responsibilities therein to provide for children. Children

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VVI APR -4 1977

LIBRARY BOZEMAN

have a need for food at the beginning of the day and many do not eat at this time. The required components of the breakfast/snack are a cereal or cereal product, milk, fruit/vegetable or fruit or vegetable juice. It is suggested a protein food be provided as often as feasible, but it is not a requirement.

Why not consider a breakfast/snack program for your school district?

NUTRITION CONFERENCE - JUNE 21-24, 1977

A nutrition conference with something for everyone. Do make plans to attend, mark the dates on your "TO DO" list.

A three day nutrition conference "New Frontiers in Nutrition" will be held at Montana State University Campus, Bozeman, June 21-24, 1977. Detailed information about campus housing, registration and program content will be available through this office in April. Sponsors of the conference are the Florida Department of Citrus, American Dairy Association of Montana, Montana Beef Council, Montana Pork Producers and the Montana Nutrition Council. Those wishing to receive academic credit should contact Dr. Jackie Reddick or Ms. Mary K. Peryam, School of Home Economics, Montana State University, Bozeman, 59715.

BE AN ACTIVE MEMBER OF YOUR ORGANIZATION

This can not be said too often, the Montana and American School Food Service Association needs each one of you as active members working together. When you receive your notification of membership renewal, do send in your dues immediately. Encourage your co-workers to join the organization that represents the School Food employee.

FOOD DISTRIBUTION PROGRAM BRIEFS

AVERAGE MONTANA REPLACEMENT VALUE OF USDA DONATED FOODS ALLOCATED TO SCHOOL FOOD SERVICE PROGRAMS DURING THE 1976-1977 SCHOOL TERM:

USDA Food	Value per Unit	USDA Food	Value per Unit
Canned Applesauce	\$13.22 case	Dry Milk	\$55.00 bag
Canned Apricots	20.07 case	Peanut Oil	31.77 case
Canned Green Beans	9.18 case	Frozen Orange Juice Conc.	30.02 case
Frozen Green Beans	12.93 case	Canned Peaches	14.97 case
Dry Pinto Beans	5.63 bag	Canned Peas	11.97 case
Frozen Ground Beef	44.00 case	Frozen Peas	12.21 case
Frozen Ground Beef Patties	29.52 case	Canned Pears	14.89 case
Cd. Beef with Nat'l. Juices	55.75 case	Peanut Butter	28.78 case
Butter (32 lbs.)	36.80 case	Roasted Peanuts	24.00 case
Butter (36 lbs.)	41.40 case	Canned Plums	12.72 case
Nat'l. Cheddar Cheese	60.00 case	Fz. French Fried Potatoes	9.63 case
Process Cheese	37.71 case	Rice	16.38 bag
Canned Boned Chicken	55.75 case	Shortening	22.84 case
Fz. Cut-up Chicken	18.00 case	Canned Sweet Potatoes	14.91 case
Cd. Cranberry Sauce	14.33 case	Canned Tomatoes	12.43 case
Canned Whole Kernel Corn	12.28 case	Canned Tomato Paste	20.97 case
Fruit Cocktails	14.75 case	Frozen Turkey (64 cents lb.)	24.58 (average)
All Purpose Flour	5.60 baler	Frozen Turkey Rolls	64.80 case
Lemon Juice Conc.	19.00 case	Peanut Granules	21.00 case
Margarine	13.80 case		

RECEIPT AND BILLING

The food Distribution Receipt and Billing covering foods shipped to schools from December 16 through February will be mailed March 11. All of the remaining food allocated to date, with the exception of natural cheese, will be shipped to schools in March.

USDA DONATED FOOD USAGE

USDA donated foods are intended for use by school food programs during the year in which they are allocated. When planning menus make certain donated foods are utilized as often as possible. Some donated foods may be received too late in the year to be used effectively. Any foods that are carried through summer must be adequately protected against theft or spoilage.

BUTTER STORAGE

When storing butter, it should be wrapped to prevent absorption of odors and to protect it against exposure to light and air, which hasten rancidity. If possible, store butter in the original shipping containers. If stored for more than a two week period, butter should be kept at 0 degrees F or below.

CHEESE STORAGE

Process cheese, through modern food technology, can withstand a reasonable range of temperatures in storage with relatively moderate humidity conditions. Understanding safe storage limits of process cheese helps prolong shelf life. At 70° F process cheese begins to oil off and at 90° F it will melt. The product should never be frozen. At 40° F the approximate storage life is 12 months. At 70° F the approximate storage life is three months. Favorable storage temperatures are between 45° F and 55° F.

DRY MILK AVAILABLE

We have 219, 50 pound bags of dry milk in storage in Helena. If you can use this dry milk, please write and tell us the number of bags to ship. All orders will be filled on a "first come first serve" basis.

USE LEMON JUICE TO ENLIVEN FLAVOR

Try the fresh lemon juice in:

- | | |
|------------------------|--|
| SOUPS | — beef or tomato bouillon, vegetable-base soups and chowders made with tomato or vegetable juices. |
| MEAT | — meat loaf made with tomato juice and herbs. |
| POULTRY | — chicken brushed with oil and lemon juice. |
| VEGETABLES | — wax beans, green or yellow; squash; baked potatoes with a dollop of lemon-chives-margarine |
| FRUITS AND
DESSERTS | — fruit whip, gelatin desserts and fruit specialties, such as fruit cups. |
| OVEN FRIED CHICKEN— | Pour a sauce of equal parts honey, melted butter and lemon juice over chicken pieces after 25 minutes cooking time. Reserve some sauce for basting later in cooking. |

Use the frozen canned lemon concentrate mixed with other juices for a vitamin C packed beverage.

CRANBERRY WHIP

Yield - 96 one-half cup servings

Ingredients	Weights	Measures	Directions
Whipping Cream	-----	4 qts.	1. Whip cream until it is slightly thickened.
Ocean Spray Jellied Cranberry Sauce	6 lb.	3 qts.	2. Mash Ocean Spray Jellied Cranberry Sauce, add to cream gradually.
Miniature Marshmallows Conc. Lemon Juice	24 oz. -----	4 qts. 4 tsp.	3. Add marshmallows, lemon juice and mix thoroughly.

DATE CAKE

Serving size: 1 piece, about 2 by 3-3/4 inches

Desserts

Ingredients	100 servings		For	Directions
	Volume	Weight	servings	
Dates, cut-up----- Boiling water-----	2 qt----- 2 cups-----	3 lb. 4 oz -----	----- -----	1. Stir dates into boiling water. Let stand until cool.
Flour----- Baking powder----- Salt----- Sugar----- Butter or margarine----- Eggs----- Frozen orange juice concentrate, thawed. Milk----- Nuts, chopped-----	3 qt----- ½ cup----- 1 Tbsp----- 1½ qt----- 3 cups----- 12 large-- 1 can, 6 fl. oz--- 3 cups----- 3 cups-----	3 lb----- 3 oz----- ----- 2 lb. 10 oz----- 1 lb. 8 oz----- 1 lb. 5½ oz----- ----- ----- 13½ oz-----	----- ----- ----- ----- ----- ----- ----- ----- ----- -----	2. Mix flour, baking powder, salt, and sugar. 3. Stir in fat, eggs, orange juice concentrate, date mixture, and 1 cup of milk. Beat well. 4. Add remaining milk and nuts. Beat well. 5. Pour into 4 greased baking pans (about 12 by 20 inches), about 3 pounds 12 ounces or 1¼ quarts per pan. 6. Bake at 350 F. (moderate oven) for 25 minutes or until cake is done.
Confectioner's sugar, sifted Frozen orange juice concentrate, thawed Water-----	1½ qt----- 1 can, 6 fl. oz 1/3 cup---	1 lb. 9½ oz ----- -----	----- ----- -----	7. Mix confectioner's sugar, orange juice concentrate, and water. 8. Spread over warm cake.

LIGHT AND AIRY ORANGE GELATIN (I)

Ingredients	100 servings		Directions
	Weights	Measures	
Unflavored gelatin.	5 oz	1 cup	<ol style="list-style-type: none"> 1. Mix gelatin thoroughly with sugar. 2. Stir in cold water to moisten. 3. Add boiling water; stir until completely dissolved. 4. Stir in orange juice concentrate and lemon juice, mixing well. 5. Pour into 2 pans (12 by 24 by 2 inches) about 5 quarts per pan. Chill until firm.
Sugar	2 lb 7 oz. . .	1½ qt	
Cold water . . . . .	. . . . .	1 qt
Boiling water . . . . .	. . . . .	1 gal
Frozen concentrated orange juice . . . . .	. . . . .	3 qt
Lemon juice . . . . .	. . . . .	1 cup

LIGHT AND AIRY ORANGE GELATIN (II)

Orange flavor gelatin . . .	3 lb.	1 qt 3½ cups . .	<ol style="list-style-type: none"> 1. Combine gelatin and sugar. 2. Add boiling water, and stir until completely dissolved. 3. Stir in cold water and undiluted orange juice concentrate, mixing well. 4. Pour into 2 pans (12 by 24 by 2 inches) 5 quarts per pan. Chill until firm.
Sugar	6½ oz.	1 cup	
Boiling water . . . . .	. . . . .	2¾ qt
Cold water . . . . .	. . . . .	1 gal
Frozen concentrated orange juice . . . . .	. . . . .	2 qt

SERVING: 1 square (about 2½ by 2½ inches).

ORANGE FREEZE (I)

Ingredients	100 servings		Directions
	Weights	Measures	
Unflavored gelatin	5 oz	1 cup	<ol style="list-style-type: none"> 1. Thoroughly mix gelatin, sugar and salt. 2. Soften in cold water. 3. Add boiling water; stir until completely dissolved. Stir in orange juice concentrate. Portion into paper cups, using 1/3 cup measure. 4. Freeze overnight, or until firm. 5. Remove from freezer 15 minutes before serving.
Sugar	2 lb 14 oz. . .	1¾ qt	
Salt. . . . .	. . . . .	1 tsp.
Cold Water . . . . .	. . . . .	1 qt
Boiling water . . . . .	. . . . .	1 gal
Frozen concentrated orange juice	3 qt	

ORANGE FREEZE (II)

Orange flavor gelatin . . .	1 lb 8 oz. . .	3¾ cups . .	<ol style="list-style-type: none"> 1. Mix gelatin, sugar and salt. Add boiling water. Stir until completely dissolved. 2. Stir in cold water and orange juice concentrate. Portion into paper cups, using 1/3 cup measure. 3. Freeze overnight or until firm. 4. Remove from freezer 15 minutes before serving.
Sugar	1 lb 6 oz. . .	3-1/3 cups	
Salt . . . . .	. . . . .	1 tsp.	
Boiling water . . . . .	. . . . .	2 qt	
Cold water . . . . .	. . . . .	1 gal	
Frozen concentrated orange juice . . . . .	. . . . .	2 qt	

SERVING: About 3 ounces.

ORANGE JUICE PUDDING CAKE

Ingredients	96 servings		Directions
	Weights	Measures	
TOPPING: Frozen concentrated orange juice Butter or margarine Sugar Boiling water	 6 oz 2 lb 10 oz 	1 qt ½ cup ¾ cup 1 qt 2-1/3 cups .. 2 qt 1 cup.	1. Combine orange juice concentrate, butter, sugar and boiling water; stir to dissolve sugar. Let stand while preparing batter.
CAKE: All-purpose flour Sugar Salt Soda Butter or margarine Buttermilk Eggs Vanilla Chopped nuts (optional)	5 lb 4 oz. . 3 lb 11 oz. 2¼ oz. 2¼ oz. 2 lb 4 oz. 1 lb 5 oz. . 2 oz 12 oz	5 qt 1 cup. 2 qt 1 cup. 3 Tbsp ... 4½ Tbsp.. 1 qt ½ cup 2 qt 1 cup. 12 large .. ¼ cup. 3 cups ...	2. Sift flour with sugar, salt and soda into mixer bowl. 3. Add butter and mix at low speed until particles are size of peas. 4. Add buttermilk, eggs and vanilla. Beat on No. 1 speed 2 minutes. Stir in nuts, if desired. 5. Pour into 3 pans (12 by 22 by 3 inches), about 6 lb 4 oz (1 qt 2 1/3 cups) per pan. Carefully pour Topping (1 qt 1½ cups) over each pan. Bake at 350° F about 50 minutes. 6. Allow to cool completely before serving.

SERVING: 1 piece (about 2½ by 3 inches.)

ORANGE-FRUIT SHERBET

Fruit

Ingredients	100 portions		Directions
	Weights	Measures	
Unflavored gelatin Cold water	4 oz	¾ cup 2 cups.	1. Soften gelatin in cold water.
Sugar Water	4 lb.	2¼ cup ... 2 qt	2. Mix sugar and water. Heat until sugar is dissolved. 3. Stir in gelatin. Cool.
Nonfat dry milk Apricot liquid and water	2 lb.	1 qt. 2½ cups .. 1½ gal.	4. Blend dry milk with apricot liquid and water. Add to cooled sugar syrup.
* Canned apricots, drained * Bananas, peeled * Orange juice concentrate, thawed, undiluted	2 lb. 1 lb 2½ oz	1 qt. About 5 medium bananas . 1¾ qt	5. Sieve apricots and mash bananas. 6. Stir fruits and orange juice concentrate into milk mixture. 7. Pour into paper cups, 1/2 cup each. <i>or</i> Pour into 3 pans (about 12 by 20 by 2 inches), about 1 gal. per pan. 8. Freeze overnight. 9. Remove from freezer 15 minutes before serving. Cut sherbet in pans into serving pieces.

PORTION: 1/2 cup or 1 piece, about 1-3/4 by 4 inches — provides 1/3 cup fruit.

Cost per portion

*See Marketing Guide.

1 (Recipe developed by the Human Nutrition Research Division, Agricultural Research Service, U.S.D.A.)

MARKETING GUIDE FOR SELECTED ITEMS

Food as purchased	For 100-portion recipe	For ___portion recipe
Canned apricot halves	2/3 No. 10 can .....	.....
Bananas	1 lb 11½ oz .....	.....
Frozen orange juice concentrate	1¾ 32-oz cans .....	.....

APRICOT RICE PUDDING

Yield: 100 servings; 1/2 cup each

Ingredients	Weights	Measures	Directions
Canned apricots, drained and chopped	2¼ No. 10 cans ..	1. Mix apricots with sugar and nutmeg; let stand 10 minutes.
Sugar	1 lb 8 oz. .	3½ cups ..	
Nutmeg .....	.....	1 tsp.
Eggs, beaten well	1 lb 10 oz.	25	2. Combine apricots with remaining ingredients. 3. Pour into 2 12x20x2-1/2" pans. 4. Bake at 325° F. for 50 to 60 minutes or until firm.
Apricot liquid and milk . . . . .	.....	1 gal.
Cooked rice	4 lbs 8 oz.	3 qts.	
Salt .....	.....	1 Tbsp ...

Serving: 1/2 cup of apricot rice pudding with 1/4 cup of Apricot Sauce.*
One serving provides 1/2 cup of fruit and 1/4 oz of protein.

*APRICOT SAUCE

Yield: 100 servings; 1/4 cup each

Canned apricot halves ..	.....	3 No. 10 cans ..	1. Puree undrained apricots until smooth.
Cornstarch .....	.....	½ cup	2. Blend cornstarch and water in kettle; stir in apricot puree. 3. Cook, stirring constantly until sauce boils; simmer 10 minutes. Cool.
Water .....	.....	¾ cup	
Lemon juice .....	.....	1½ qts ...	4. Stir in lemon juice; chill.

Serve 1/4 cup of apricot sauce over pudding, ice cream, or cake.

HONEY BALL

- 1 C peanut butter
- 1 C honey
- 2 C dry milk

- 1 tsp. vanilla
- 1/2 C any granular hot cereal i.e. cream of wheat, malt O' meal

Mix peanut butter and honey. Add milk; mix. Add vanilla and cereal. Make into 1 inch balls. Roll in additional cereal, allow to set at least 15 minutes. Makes 50 balls.

GRANDMA'S MOLASSES RICE PUDDING

INGREDIENTS:	TRIAL SIZE	QUANTITY SIZES			
	6 Servings	24 Servings		96 Servings	
	<i>Measure</i>	<i>Weight</i>	<i>Measure</i>	<i>Weight</i>	<i>Measure</i>
*Reconstituted Whole Dried Milk	2½ cups	5 lbs.	2½ qts.	20 lbs.	2½ gals.
Butter or Margarine	2 tsps.	1-1/3 ozs.	2-2/3 tbsp.	5-1/3 ozs.	2/3 cup
Molasses (Unsulphured)	¼ cup	12 ozs.	1 cup	3 lbs.	1 qt.
Whole Dried Eggs	5 tbsps.	3 ozs.	1¼ cups	12 ozs.	1¼ qts.
Salt	1/8 tsp.	1/12 oz.	1/2 tsp.	1/3 oz.	2 tsps.
Pre-Cooked Rice	1½ cups	3 lbs.	6 cups	12 lbs.	6 qts.
Raisins	½ cup	10 ozs.	2 cups	2 lb. 8 oz.	2 qts.
Cinnamon	1/4 tsp.	1/12 oz.	1 tsp.	1/3 oz.	1-1/3 tbsp.
Sugar (Granulated)	2 tbsps.	3½ ozs.	½ cup	14 ozs.	2 cups

PROCEDURE:

1. Make paste of dried eggs and salt, with a portion of the milk.
2. Scald remaining milk and butter or margarine.
3. Add Molasses.
4. Pour egg paste into milk mixture — stir vigorously.
5. Pour this mixture over cooked rice and raisins.
6. Make a blend of sugar and cinnamon and sprinkle on top.
7. Bake for 30-35 minutes in moderate oven (350° F.)
For 96 servings, use 3-22x12x2 inch pans.

*To reconstitute whole milk add 5 ozs. whole milk powder to each quart of water.

MAYONNAISE

<i>Ingredients</i>	<i>Amount - 4½ Gal.</i>
Eggs	42
Flour	6½ Cups
Sugar	5 Cups
Salt	9 T.
Dry Mustard	9 T.
Peanut Oil	3 Gal.
100 grain vinegar	4 Cups
Water	3 Cups

DIRECTIONS:

1. Beat eggs well
2. Combine dry ingredients
3. Add dry ingredients to eggs and beat well
4. Slowly add peanut oil and mix well
5. Combine vinegar and water
6. Add to mixture and whip well

PEANUT BUTTER ICING

For one oven-fresh sheet cake, combine 1 lb. butter, 1¾ c. peanut butter, 2 lb. pwd. sugar, 2 T. vanilla and enough pineapple or orange juice for easy spreading.

COOKS CORNER

PEANUTS AND PEANUT GRANULES IN TYPE A LUNCHES

Peanuts and peanut granules can *not* be used to meet part of the Type A requirements.

Peanuts are nutritionally similar to peanut butter; however, they are not normally served as an entree item in the American diet. The NSLP regulations require that the foods used to meet the meat/meat alternate component of the Type A lunch must be served in a main dish or in a main dish and one other item only.

The Type A pattern does result in meals satisfying the nutritional goal of approximately 1/3 of the Recommend Dietary Allowance when "other foods" are served in addition to those required by the pattern. The other foods category makes an important nutritional contribution to the meals. Since peanuts and peanut granules are customarily served as snacks, a garnish on vegetables or salads and in desserts, we believe that peanuts are appropriately classified as 'other foods'.

If you want to use oil in place of shortening or vice versa use pound for pound, measurement.

ARLEE:

Mary Lackner

Put peanut oil in a plastic squeeze bottle to use for greasing pans, a quick easy method.

ALBERTON:

Roslie Cooper

An interesting and clever idea for cloverleaf rolls. Roll the dough to about one inch thickness. Cut in strips then cut strips in 1 inch squares. Put three squares to a muffin tin. You can use both hands to full the muffin tins.

- SHERIDAN: Monica Melony
Tuna salad burgers open faced, broil in the oven until bubbly.
Put cottage cheese in blender and fold into Jello. It is like whipped cream, fruit can also be added.
- MISSOULA CO. Lillian Johnson
HIGH SCHOOLS: In addition to the traditional Type A lunch selection, the Missoula County High Schools feature two other serving lines, one for chef salad and one for the submarine sandwich.
The salad is purchased already mixed in 5 pound plastic bags. A salad contains 4½ oz. of salad mix, 1 oz. of slivered meat and 1 oz. of grated cheese, 2 packages of crackers and a choice of salad dressing, Russian, French or Blu Cheese.
The Submarine sandwich is the oblong hard roll with Russian dressing, one ounce sliced cold cuts, one ounce cheese slice, lettuce, tomato slice, pickle slice.
- CANYON CREEK Esther Wilhelm
SCHOOL: Cut potatoes like shoestrings for beef stew-gives the stew a "New Look".
Add peanut granules in peanut butter for "crunch peanut butter."
- HYSHAM: Mary Ann Patterson
Give your rolls a different look, shape them like 'fingers' and place them in a loaf pan. When they are done they can be pulled apart and are the size of a slice of bread, saves slicing, saves time.

ATTENTION COMMUNITY LEADERS AND SCHOOL ADMINISTRATORS

Is your organization planning an organized recreational activity for children this summer?

Do you want to feed these children?

Assistance is available through USDA's Summer Food Service Program for those who qualify. This program provides free meals for children during summer and vacation periods when school lunches are not available.

Non-residential public and non-profit private organizations and summer camps are eligible for the Summer Food Service Program if they serve areas of economic need.

USDA, Food and Nutrition Service reimburses sponsors for meals they serve based on the number of children in their program and food service costs.

For further information contact:

Child Nutrition Programs
U.S. Department of Agriculture
Food and Nutrition Service
1823 Stout Street
Denver, Colorado 80202

RICE IDEAS FOR SCHOOL FOODSERVICE

from



P.O. BOX 22802
HOUSTON, TEXAS 77027

8, Bulletin #1

se lunch prices and you lose participation -- that seems to be one of the "laws" of school foodservice. So what can you do to hold the line when some of the foods you must this year cost a little more than they did a year ago?

way, of course, is to make use of the government-purchased foods. If you can combine or more of these foods, so much the better. And, if the combination includes a vegetable (which is not always greeted with enthusiasm by the students), then you are fully ahead of the game. In Bounty Rice, the ever-acceptable ground beef is combined with rice and finely shredded cabbage (the students probably won't even realize it's there!), put together with a zesty tomato sauce.

e - the Ideal Extender

stead of cutting down on the kinds of meat you serve or the number of times a month you serve them, try using a slightly smaller portion and extend the flavor with rice. Make the protein difference with foods such as beans or cheese. Another way to use smaller portions of meat is to make up the protein difference in a dessert such as Rice Cottage pudding. It is a very tasty way of satisfying the "sweet tooth" and providing one ounce of protein at the same time.

e Saves Energy, Too

le helps conserve energy as well as dollars:

- (1) Rice requires no advance preparation, and there is no waste.
- (2) It can be prepared at the same time as other foods in the steamer or oven.
- (3) You can save time as well as energy by preparing enough for two meals...the cooking time is the same regardless of the amount being cooked. Perhaps you are serving hot rice on Monday and, say, a rice salad or rice pudding on Thursday. Prepare enough rice for both days. Just be sure when you refrigerate the extra amount that you cover the pan or container tightly in the refrigerator so the rice will not absorb other food flavors or dry out.
- (4) Another labor saver: Are you preparing rice in a deep stockpot or steamer pan, and transferring it to steam table pans to serve it? Use your steam table pans for both cooking and serving. Rice holds better in shallow pans, where it remains fluffy and light. When it is cooked, all you need do is to mix it lightly with a slotted spoon. This will allow the steam to escape and keep it from packing down.

olding Rice in Good Condition

le is the most versatile of foods for the manager who must transport meals or hold them for some time. To help you maintain consistently high quality in the rice you hold or transport, The Rice Council has developed special formulas for Holding and Transporting. Write to: Rice Council, P.O. Box 22802, Houston, Texas 77027 for a free copy.

RICE COTTAGE PUDDING

Meat Alternate

Desserts C

Ingredients	100 Portions		For _____ Servings	Directions
	Weights	Measures		
Eggs		24		1. Combine eggs and sugar and beat about 2 minutes.
Sugar	5 lbs. 4 ozs.	3 qts.		
Cottage cheese, dry curd	6 lbs.	3 qts.		2. Add cheese, milk, and lemon peel; continue beating until very smooth.
Milk		1 qt.		
Lemon peel, grated		6 tbsp.		
Cooked rice*	13 lbs. 12 ozs.	2 1/2 gals.		3. Beat in rice, using low speed.
				4. Portion about 2 1/2 qt. of mixture into each of 4 buttered pans (12 x 8 x 2 inches).
				5. Bake at 350° for 45 minutes or until knife inserted near center comes out clean.
				6. Serve with lemon sauce if desired.

SERVING: 1 piece (2 1/2 x 3 1/2 inches) - provides the equivalent of a 1-ounce serving of cooked lean meat.

Transporting in bulk containers: Cover and refrigerate.

Transporting in single-service containers: Portion into individual serving containers; overwrap and refrigerate.

* Recommend cooking rice until very soft.

BOUNTY RICE

Meat and Alternate/Vegetable

Main Dish D

Ingredients	100 Portions		For _____ Servings	Directions
	Weights	Measures		
Lean ground beef	12 lbs. 12 ozs.			1. Cook ground beef, onion and green peppers until meat is lightly browned.
Onions, chopped	4 lbs. 8 ozs.	3 qts.		
Green peppers, chopped	3 lbs. 15 ozs.	3 qts.		
Canned tomatoes	12 lbs. 12 ozs.	1 1/2 gals.		2. Stir in tomatoes, seasonings, rice, and cabbage.
Salt		3/4 cup		
Chili powder		3/4 cup		
Garlic powder		2 tbsp.		3. Cover and cook 15 minutes or until cabbage is tender and crisp.
Cook rice	13 lbs.	2 gals. + 1 1/2 qts.		
Cabbage, finely shredded	6 lbs.	2 1/4 gals.		
Sour cream	3 lbs.	1 1/2 qts.		4. Stir in sour cream.
Monterey Jack cheese, shredded	3 lbs.	3 qts.		5. Scale 12 lbs. 8 ozs. (1 + 2 1/4 qt.) into each of 4 pans (12 x 20 x 2 inches).
				6. Sprinkle each pan with 1/2 oz. (3 cups) cheese.
				7. Bake at 350° for 10 to 15 minutes or until cheese is melted.

SERVING: 1 cup - provides the equivalent of a 2-ounce serving of cooked lean meat and 1/2 cup vegetable.

Transporting in thermal containers or insulated cabinets: Immediately place prepared product in thermal containers or insulated cabinets to keep hot.

Transporting in thermostatically-controlled cabinets: Omit step 7. Cover and hold at 140° to 160° up to 4 hours.

Transporting in single-service containers: Omit step 7. Portion into individual serving containers. Top each with 1/2 oz. (2 tbsp.) cheese. Overwrap. Refrigerate or freeze. Heat before serving.

[illegible][illegible]

"WASTE WATCHERS"

The purpose of the National School Lunch Program, as we all know, is to offer lunches that are of nutritional benefit to students. Through these lunches, it is hoped that children will gain a better understanding of nutrition and acquire good food habits for life. However, our responsibility is much greater than just meeting the intent of the law. We are obligated not only to plan and serve meals that meet the requirements of the Type A lunch, but also to offer meals that are well-received by children so that plate waste will be minimized. If the meals served are not eaten, but left on the tray to be discarded, the student does not profit and all efforts are in vain.

Plate waste, then, should be one of our major concerns and every effort should be made to determine the reasons for the rejection of foods. In this issue, you will find some "waste watchers"--tips to help you take a closer look at plate waste to determine if there are changes you can make to help increase food acceptability.

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WASTE WATCHERS

When trying to determine if there are any changes you can make to get better acceptance and to isolate the causes of plate waste, here are some "waste watchers" you may want to consider:

- Are menus properly planned?
- Are good quality products used to prepare the dishes? (Remember, a poor quality product will not improve with cooking.)
- Are standardized tested recipes used? (A reliable standardized recipe is basic and furnishes a plan for the preparation of a quality product.)
- Are all ingredients measured or weighed accurately? (Careless preparation will result in inconsistent results.)
- Are directions followed carefully in preparing the food? (Remember: "Haste makes waste," and guesswork in preparing a recipe may result in cooking failures.)
- Is food cooked at the proper temperature? (Too high a cooking temperature can result in tasteless and dried out foods.)
- Does the food taste good? (Sample each item prepared to see if it tastes good).
- Does the food look attractive and appetizing on the plate? (The old saying "we eat with our eyes," holds true; no one wants to eat food that doesn't look appealing.)
- Are servings the correct size for the age of the children served? (For recommended serving sizes for different age groups, refer to the U.S. Department of Agriculture's "Menu Planning Guide for Type A School Lunches," PA-719.)
- Is the food served at the proper temperature--hot foods hot, and cold foods cold?
- Are the new foods properly introduced to the children? (A sample size of a food is a good way to let children taste new products.)
- Is a variety of food served so that children are not tired of the food because it had been served too often? (Check menus to make sure a certain food is not served too often.)
- Does the attitude of the workers encourage the children to eat well? (If food service personnel are friendly and courteous, plate waste may be reduced.)



FOR THE ADMINISTRATOR

DECEMBER 1976

REDUCING PLATE WASTE IN THE SCHOOL NUTRITION PROGRAMS

Background

The Department of Agriculture and the State and local agencies who share responsibilities for the administration of the National School Lunch Program have long been concerned about holding the plate waste of food to an absolute minimum. National nutrition standards are periodically reviewed and the meal patterns are changed to provide local schools maximum flexibility to satisfy children's food tastes. At the same time, the program works toward the objective of providing approximately one-third of the National Academy of Sciences' Recommended Dietary Allowances (RDA) for all nutrients.

Plate waste of food is difficult to measure with any degree of precision. Various studies have dealt with it in selected geographic areas. Based on these assessments, the Department's Comprehensive Study of Child Nutrition Programs, which was sent to Congress in 1974, reported a waste factor approaching 20 percent. The Department then pledged to make additional, more comprehensive studies of the matter.

Current Study

We are presently reviewing and analyzing data collected in a nationwide sample of 104 schools, predominantly elementary but also including some secondary schools. Food service delivery systems in the test schools were about evenly divided between those which prepare food in their own kitchens (on-site) and those to whom food is delivered in fully prepared form (satellite operations). To measure the amount of food waste, the researchers weighed each menu item served on two consecutive days and that total was compared to the weight of menu items not eaten on those two days. Trays from approximately 3,000 students in the 104 schools were measured and data are currently being analyzed.

Administrative Procedures to Reduce Waste

A positive move to reduce waste came about in October 1975 with the passage of Public Law 94-105, which mandated the establishment of administrative procedures

designed to diminish the amount of foods wasted by schools participating in the National School Lunch Program.

In order to meet the mandate of Public Law 94-105 to reduce food waste, the regulations for the National School Lunch Program and School Breakfast Program have been amended. The lunch program regulations now require that managers plan and prepare lunches in accordance with participation trends, with the objective of providing one lunch per child per day which meets approximately one-third of the RDA. Records must demonstrate positive action toward this objective. However, the regulations recognize how difficult it is to forecast participation on a day-to-day basis and to diminish the waste of food. Therefore, reimbursement will be allowed if excessive lunches are prepared, provided that the School Food Authority can demonstrate that lunches were planned and prepared in anticipation of providing one lunch per child per day. In no event may reimbursement be claimed for free and reduced price lunches in excess of the total number of children approved for free and reduced price meals.

The one lunch per child per day philosophy is based on the idea that a school lunch served under the National School Lunch Program has traditionally been interpreted as being a single meal served daily which approximates one-third of the RDA for a 10- to 12- year old child. Although this philosophy has been incorporated into legislation, the regulations have, until now, been silent on the number of lunches per child per day which may be eligible for Federal reimbursement.

In some cases, large numbers of excess lunches were being prepared and delivered, contributing heavily to food waste. Children were sometimes taking second and third lunches, eating only a portion of the lunch and throwing away the remainder.

This regulatory amendment reflects a practical approach to situations in which lunches or breakfasts have been prepared in excess of one per day per child. It also acknowledges fluctuations in participation brought about by sickness, absenteeism, or other factors. At the same time, it will result in a reduction in food waste.

"Offer versus Serve"

Public Law 94-105 also authorized the "offer versus serve" provision, which attempts to adapt the Type A meal pattern to older students' eating habits. This provision has been interpreted into regulations to allow senior high school students to accept less than the complete Type A lunch (at least three of the five food items must be selected). With implementation of this new provision now underway we expect to eventually see a measurable impact on reducing school lunch plate waste in senior high schools. (See Type A Topics, September, 1976.)

Revision of Lunch Requirements

A third major change under consideration is a plan to revise the meal requirements (Type A pattern). This preliminary plan has also been reviewed by the National Advisory Council on Child Nutrition, the Nutrition Committee of the American School Food Service Association, and the State School Foodservice Directors. The main thrust of these changes would be to more accurately provide one-third of the RDA for school-aged children and allow additional flexibility in meal pattern requirements for appropriate reductions. Hopefully, such changes could lead to less food waste. However, this plan is still under discussion and in the preliminary stages of the regulatory process.

It is impossible to eliminate all plate waste because of individual preferences. Also, the School Lunch and Breakfast Programs are designed to "teach" children to eat a variety of foods. Certainly, though, it should be the goal of all school lunch managers to have their students eat most of the food they take. After observing the food service, the manager may want to answer the following questions:

- Do I consider the cultural and economic backgrounds of the children when planning for food service? Children tend to eat familiar foods.
- Do I offer popular foods in the lunchroom? There is nothing nutritionally wrong with a hamburger or taco if it is part of a well-balanced lunch.
- When do the children take a milk break? If small children take a milk break too close to lunch, it could dull their appetites; this is especially true if children eat breakfast at school. In this case, an afternoon milk break might be more appropriate.
- Do teachers, principals or other school administrators eat with the students? The faculty can help encourage elementary school children to try new foods.
- Is flavored milk served? A flavored milk often can dull the appetites of small children.
- Do you involve students in planning the food service? Several schools have decreased plate waste and even increased their participation by establishing student nutrition committees or menu planning committees.
- Do you allow sufficient time for eating lunch? Too long a line and not enough time to eat will certainly encourage plate waste.

In addition to the above suggestions, you may wish to contact your local or State school food service office and ask for assistance. They will be able to share ideas on what has proven successful for other schools in your area.

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color or national origin.



CENTURY III

Buck Roger's Bake

Satellite Green Beans

Crater Vegetable Sticks

2001 Biscuit

Far-Out Freezy

Martian Milk

[illegible][illegible][illegible][illegible][illegible]

The metric system of measurement was developed in France in 1790 and was the first measurement system to be based on scientifically reproducible standards. Prior to that time, many different systems had been established in different parts of the world based on various standards.

Rudimentary measurements for length were first based on parts of the body and natural surroundings. Seeds and stones served as standards for weight. For example, the "carat," used as a measurement of gems, was derived from the carob seed.

As societies evolved, weights and measurements became more complex to accommodate the demands of trade, commerce, and scientific research. The need arose for a worldwide measurement system, and the metric system was recognized as the system that could meet that need.

Currently, the United States is the only major industrial country not using the metric system. But the conversion to the metric system has begun in the United States. In December 1975, Congress passed Public Law 94-169, the Metric Conversion Act. This legislation established a U.S. Metric Board that will work to coordinate all efforts in the conversion to the metric system.

Major companies, such as IBM, General Motors, and International Harvester, are in the midst of metrication programs. The pharmaceutical companies have sold drugs in metric measures for 15 years. Our cameras are based on 8, 16, and 35 millimeter film, and auto mechanics work daily on foreign cars using their metric tools. You may have already noticed dual weights and measures on labels of many foods and beverages.

When the metric system comes into full use, school food service managers and employees will use gram, liter, meter, and Celsius measurements extensively. Plans are underway to revise the school feeding program aids (menu planning guide, food buying guide, recipes, etc.) to incorporate metric measurement. Although conversion will take several years, we should all be encouraged to start thinking metric.

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FOR THE ADMINISTRATOR

JANUARY 1977

Better School Food Service Programs through Cooperative Teamwork

The Management and Technical Assistance (MTA) effort was designed to offer assistance to local school districts in the operation of the school nutrition programs. Perhaps your district has benefited from a visit by an MTA team.

An MTA team is composed of people from both the Federal and State agencies administering the Child Nutrition Programs. They work closely with local school district representatives to determine where any problems exist. Then, they discuss possible approaches for addressing the problems, agree to solutions, and set up a system for implementing those solutions.

For example, the food delivery system for the New Haven, Connecticut, schools was studied in detail. One team member spent a great deal of time surveying equipment needs and utilization in each school. In addition to making detailed recommendations on improving production and delivery of meals for each school, the MTA team provided budget estimates for the implementation of each recommendation as well as a schedule for setting priorities. The team then proceeded to provide financial justification for each purchase by illustrating how each purchase of equipment would, in the long run, save money for the district.

In several Virginia school districts, MTA teams found improperly approved applications for free and reduced price meals and free milk. To help school officials do a better job, the teams supplied them with a breakdown of the State's family size and income standards by monthly, biweekly, and weekly income.

In Santa Clara, California, the MTA team was able to work with the district to improve the quality of its meals which are prepared in a central location and delivered to participating schools. By developing methods of preparation and distribution that permit foods to stay at the proper temperatures and maintain an appetizing appearance, participation is expected to increase in this school district.

When an MTA team looks at a district's procedures for handling free and reduced price applications, they check all areas of operation. Among the most important of these areas is ensuring that all information necessary to an eligibility

determination is present on the applications (family size, family income, and signature), seeing that the proper criteria are applied in determining eligibility, and ensuring that transfers of eligibility from one school to another are handled in a timely and appropriate manner. MTA teams review such items as application-filing procedures to assure that both approved and disapproved applications are retained. They study the public notification process to assure that the news media and parents are informed of program benefits. They also look at a school's follow-up procedures on applications with incomplete or questionable information.

Another area of major concern is the problem some districts have with accountability for all types of meals served. MTA teams compare meal claims against applications on file, meal ticket purchases, and other supporting documents. The team members observe meal service to determine if there is any overt identification of children receiving free and reduced price meals or free milk and if meals meet Type A requirements.

The team looks at the district's overall financial management system to assure that sufficient documentation is being made to support the district's claims for reimbursement. Team members also discuss hiring procedures, lines of authority, and communications within the district to see if problems in such areas may be causing other problems.

Many of the suggestions and recommendations a team gives to a school district are simply ideas for improving the district's management. Teams attempt to refrain from suggesting things that would be very costly to implement. Often their recommendations are not required by law or program regulations, but represent good management and administrative procedures.

These are only a few examples of the technical assistance MTA teams are offering local school districts. Almost any problem area you can think of has been addressed during MTA visits. But the MTA effort is a cooperative one. In many instances, the Federal and State people who serve as team members have also learned a great deal from local school food service employees and school administrators--ideas such as increasing participation or protecting students receiving free or reduced price meals from being overtly identified--and are able to share these ideas with others.

By the end of this school year, MTA teams will have visited most of the cities in the country with populations over 100,000, as well as some large county school districts. Additionally, as time permits, they visit any school district which specifically requests assistance. All this will help to reach the ultimate goal of MTA--to improve the overall operation and management of school food service.

JUMP A METER

The names of the metric base units are unfamiliar to the American ear at first, but fortunately, there are only a few words that have to be learned for everyday use. The three major base units of metric measurement are the gram, the meter, and the liter.

A trick to help you remember what each base unit measures is the jingle "Jump a meter, pour a liter, weigh a gram."

The meter (m) is used to measure length and is a little longer than a yard (about 1.1 yards). The liter (L) is used to measure volume and is a little more than a quart (about 1.06 quarts). The gram is used to measure weight but, unlike the meter or liter, the gram is a very small measurement. A kilogram (kg) (1000 grams) is a little more than 2 pounds (2.2 pounds).

Quantities of these base units are increased or decreased with the addition of prefixes. For example, to indicate a liquid volume that is one thousandth of a liter (about one-fifth of a teaspoonful), the prefix "milli" is added, making it a "milliliter" (ml). The liter, along with metric prefixes, can measure all fluid capacity--from the amount of liquid in an eyedropper to that in a swimming pool!

All You Will Need to Know About Metric

(For Your Everyday Life)

10

Metric is based on Decimal system

The metric system is simple to learn. For use in your everyday life you will need to know only ten units. You will also need to get used to a few new temperatures. Of course, there are other units which most persons will not need to learn. There are even some metric units with which you are already familiar: those for time and electricity are the same as you use now.

BASIC UNITS

- METER:** a little longer than a yard (about 1.1 yards)
LITER: a little larger than a quart (about 1.06 quarts)
GRAM: about the weight of a paper clip

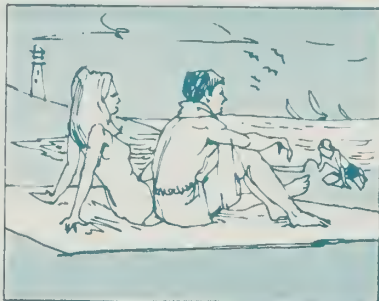
(comparative sizes are shown)

1 METER

1 YARD



25 DEGREES FAHRENHEIT



25 DEGREES CELSIUS

COMMON PREFIXES

(to be used with basic units)

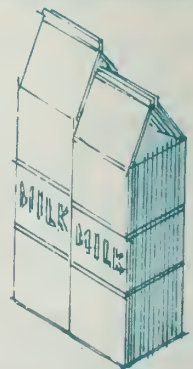
- Milli:** one-thousandth (0.001)
Centi: one-hundredth (0.01)
Kilo: one-thousand times (1000)

For example:

- 1000 millimeters = 1 meter
 100 centimeters = 1 meter
 1000 meters = 1 kilometer

1 LITER

1 QUART



OTHER COMMONLY USED UNITS

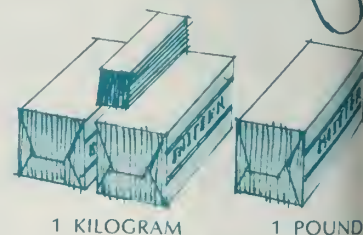
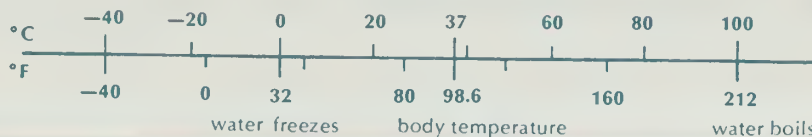
- Millimeter:** 0.001 meter diameter of paper clip wire
Centimeter: 0.01 meter width of a paper clip (about 0.4 inch)
Kilometer: 1000 meters somewhat further than 1/2 mile (about 0.6 mile)
Kilogram: 1000 grams a little more than 2 pounds (about 2.2 pounds)
Milliliter: 0.001 liter five of them make a teaspoon

OTHER USEFUL UNITS

- Hectare:** about 2 1/2 acres
Tonne: about one ton

TEMPERATURE

degrees Celsius are used



1 KILOGRAM

1 POUND

For more information, write to: Metric Information Office, National Bureau of Standards
 Washington, D.C. 20234

Note: This chart may be reproduced



ham, no. leilic spagiri...
 sloppy lose peas, corn lettuce, laccos.
 en. chiese peas, con.
 slop. loss, peas.
 sh. qf. m. nice as peas
 ans. se.
 seed be. tomatoes milk, fish.
 gers, roll peaches beans chur.
 eleg. seed beef, tomatoe, sloppy
 il. peaches, beans, c. su
 fruit ne, tomatoe
 bread
 roll.
 au. ary. rad beer
 aris, ce. ay. rad beer, milk, fish
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 mushrooms, roll juice, beans, cf
 berry. head, peach, m.
 battle peach, m. parts
 get.

THE TYPE A PATTERN AND SENIOR HIGH SCHOOL STUDENTS

Here are some suggestions to help you make "offer versus serve" work:

1. Have a thorough understanding of the basic requirements of the Type A lunch. (These are defined in program regulations and in PA-719, "A Menu Planning Guide for Type A School Lunches".) These basic requirements must be met in all planned menus.
2. Assume responsibility for offering all the food items of the Type A lunch in such a manner that your customers will consume all or almost all of their food.
3. Develop a good management and recordkeeping system. This will help you forecast food production needs.

proper planning, preparation, and merchandising are keys to food acceptability, and food acceptability is necessary for a successful program. Try to forecast food needs based upon the past acceptability of different food items. This can help reduce waste which occurs on students' plates. It also can help reduce food waste that is a result of overproduction. Determining food needs requires an analysis of student food preferences and of supporting records. Such analysis requires practice. As you gain experience in forecasting needs, controlling production, merchandising the lunch, and involving students in planning, you may be pleasantly surprised at the reduction in food waste.

THE TYPE A PATTERN

The Type A pattern is composed of four food components (five food items). The amounts of each food component required by the Type A pattern are the minimum quantities needed to serve 10- to 12-year old children. The Type A pattern is a framework for planning lunches that provide approximately one-third of the Recommended Dietary Allowances (RDA) for the 10- to 12-year old age group. Quantities of foods specified in the pattern may be increased for students in secondary schools to provide for their increased nutritional needs. (See page 5 of PA-719, "A Menu Planning Guide for Type A School Lunches," for recommended serving sizes for older boys and girls.)

To be reimbursable, a lunch selected by senior high school students under "offer versus serve" must contain at least three of the five required food items, in the minimum quantities, as specified in program regulations.

Following is a more detailed discussion of the quantity requirements of the meat/meat alternate component and the vegetable/fruit component. The service of these two components in senior high schools may pose some special problems.

Meat/Meat Alternate

National School Lunch Program regulations state that the meat/meat alternate component be served in the main dish or in the main dish and one other menu item.

When the meat/meat alternate is served in only one menu item, for example in a Beef Patty, a minimum of two ounces of cooked lean meat must be provided by this one item.

When the meat/meat alternate is served in the main dish and one other item, both items are needed to meet the meat/meat alternate requirement. Therefore, in this situation, both menu items (main dish and one other item) must be selected if students are to be credited as having received the meat/meat alternate component. As an example, if a 1.6 ounce Frankfurter (10 to the pound) is served with a Tossed Salad with cheese strips, the Tossed Salad must provide one-half ounce of cheese to complete the two ounce serving of meat/meat alternate. Both menu items would have to be selected by a student to make up the meat/meat alternate component. (The vegetables in the Tossed Salad could also be credited as one food item from the vegetable/fruit component.)



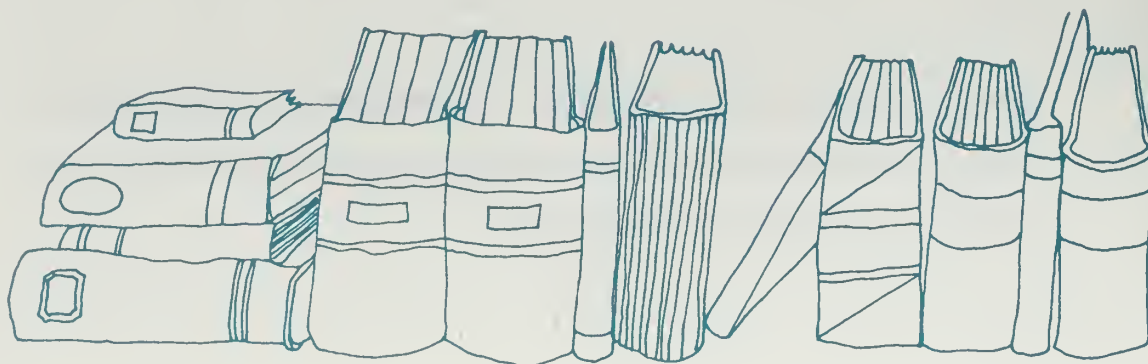
FEBRUARY 1977

PUBLICATIONS

Several publications are available to school administrators and school food service workers to assist them in carrying out the mission of the National School Lunch Program. We have listed a few of these, along with information about each one. They are available free from State educational agencies or you may obtain them by writing to: Child Nutrition Programs, Food and Nutrition Service, U.S. Department of Agriculture, Washington, D.C. 20250.

- FNS-7 School Breakfast Menu Planning Guide lists the required portions of specific food groups that must be included in each breakfast. It gives sample breakfast menus and offers guides for planning and evaluating school breakfasts.
- FNS-127 Discovering Vegetables -- The Nutrition Education Guidebook for School Food Service Managers and Cooperators provides information on helping children ages 5 through 8 learn about vegetables. Helps children develop positive attitudes toward eating vegetables.
- FNS-152 Energize Your Day With Breakfast -- A Message for School Administrators describes the school breakfast program and explains what schools need to do to participate.

- FNS-153 Bicentennial Breakfast Menus lists menu ideas which incorporate the bicentennial theme and show school administrators how the breakfast program can complement classroom learning.
- PA-270 Food Buying Guide for Type A School Lunches is a useful planning tool for school foodservice workers and purchasing agents. The information in this guide will help assure economical menu planning and food purchasing. It will also assist workers to determine the amounts of foods needed to prepare Type A lunches for varying numbers of children. •
- PA-719 A Menu Planning Guide for Type A School Lunches contains information to help foodservice workers understand the relationship of Type A lunch requirements to the dietary needs of boys and girls.
- PA-1091 Equipment Guide for On-Site School Kitchens offers expert help in planning new kitchens or in remodeling or equipping old ones.
- PA-1149 Free and Reduced Price Meal and Free Milk Handbook provides guidance for local school officials who write program policies and approve children's applications.
- PA-912 The Good Foods Coloring Book helps children learn about foods from the basic four food groups.



Vegetables/Fruits

The vegetable/fruit component of the Type A lunch requires at least two food items whose minimum quantity must total three-fourths cup. A minimum quantity requirement for the individual food items that comprise this component has never been defined. However, good menu planning and merchandising techniques suggest that the menu planner should plan for individual servings of these foods that total at least one-eighth cup. Smaller servings of vegetables and fruits, such as a lettuce leaf, a pickle slice, one cherry tomato, or a green pepper ring, are usually considered garnishes or bonuses which help merchandise the lunch.

The quantity requirements of the vegetable/fruit component raise special problems concerning the nutritional integrity of the lunch under the "offer versus serve" provision. If, for example, a student selects two food items from the meat/meat alternate, bread, or milk components, and then, as his third food item, selects only one serving (one-eighth, one-fourth, or one-half cup) from the vegetable/fruit component, the nutritional integrity of the lunch will be protected to some extent. If a student should select two food items from the vegetable/fruit component and only one food item from the other components of the Type A lunch, the nutritional integrity of the selected lunch would also be protected to some extent, if the two items from this vegetable/fruit component equal three-fourths cup.

Menu planners in senior high schools should recognize the problem of quantity in relation to nutritional integrity and offer appropriate serving sizes of all food items served under the "offer versus serve" provision. Vegetables and fruits are no exception. Menu planners must be encouraged to determine the most acceptable food items and to include these foods frequently on their menus. Proper preparation and merchandising of food items, especially vegetables and fruits, are a key to food acceptability.

Butter/Fortified Margarine

As detailed in the September 1976 issue of "Type A Topics," the National School Lunch Program regulations were amended to eliminate butter or fortified margarine as a requirement of the Type A lunch. This change helps protect the nutritional integrity of the Type A lunch under the "offer versus serve" provision. A senior high school student's lunch (which now excludes butter or fortified margarine) will consist of at least three foods in portion sizes which can provide a substantial nutritional contribution.

Correction: In the January 1977 issue of Type A Topics, the reference on the third page to the number of grams in a kilogram should be 1000.

SOME QUESTIONS AND ANSWERS ON "OFFER VERSUS SERVE"

- Q: How can a school lunch manager assure that students receive a total quantity of three-fourths cup of two or more vegetables or fruits?
- A: By offering servings of two vegetables and/or fruits in three-eighth cup servings or by offering three servings of vegetables and/or fruits in one-fourth cup servings.
- Q: What is the difference between a "menu item" and a "food item"?
- A: A menu item is any planned meat/meat alternate, vegetable/fruit, bread, milk, or "other food" (one which does not meet Type A lunch requirements) that is designated for serving on any given day. A "food item" is one of the required five foods of the Type A lunch. Menu items may be composed of more than one food item, i.e., Beef Stew (Recipe Card File D-16), contains two required food items which can be credited toward meeting Type A lunch requirements--lean meat and vegetables. It should be noted that not all menu items can be credited to meet Type A requirements. For example, Potato Chips, Chocolate Chip Cookies and Spice Cake are menu items that are "other foods". Following are examples of Type A food items and menu items:

<u>Food Items</u>	<u>Menu Items</u>
1. Meat/Meat Alternate	1. Oven-Fried Chicken
2. Vegetable/Fruit	2. Mashed Potatoes
3. Vegetable/Fruit	3. Seasoned Green Beans
4. Bread	4. Roll
5. Milk	5. Milk

- Q: How will students know that they have a choice of food items under "offer versus serve" and how will they know from which foods they will be able to choose?
- A: Managers need to educate senior high school administrators, teachers and staff about the benefits of "offer versus serve." Managers also need their support and assistance in publicizing this new approach to school foodservice. Through assemblies, flyers, school newspapers, visits to classrooms, public announcements, or other means, managers can let students know about "offer versus serve." The manager may want to ask the school's art department, using student artwork, to show how the new system works.

Nutrition education activities should be planned along with publicity about the choice system to help students understand the basis of good nutrition. This, of course, will help them make wise food choices.

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color or national origin.

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A PROFILE OF A SCHOOL FOOD SERVICE EMPLOYEE

To determine just who is this very special and dedicated person we know as the school food service employee, Information Planning Associates, Inc., developed and mailed out two separate questionnaires. One was designed for managers (to measure their specialized experience). The second was for all school food service personnel. Completed questionnaires were received from 1,126 managers and 7,386 total personnel.

A statistically sound random sample of 2,300 schools was selected that would represent (1) the major job categories in school food service, (2) schools of various sizes, and (3) different geographical locations.

The major job categories were defined as--

- Manager--the person who devotes the major portion of time to supervising the food service and program administration.
- Skilled worker--the person who primarily performs the duties of cook and/or baker.
- Semiskilled worker--the person who primarily performs duties other than administration, cooking and/or baking, but may at times assist in those duties.

Many enthusiastic workers from schools not selected for the survey submitted completed questionnaires. As a result, data from the survey may not be completely representative of all schools participating in the National School Lunch Program.

Here are some interesting facts and figures about the school food service personnel who participated in the survey.

GENERAL INFORMATION

The survey showed that for every two managers, there are three employees in the skilled job category and four employees in the semiskilled category.

The typical employee has 8 years of school food service experience, with 4 1/2 percent having over 20 years experience.

Forty-one percent of the participants work 31 to 40 hours per week; another 32 percent work 21 to 30 hours per week.

Seventy percent work nine months per year.



FOR THE ADMINISTRATOR

MARCH 1977

ELIGIBILITY FOR FREE AND REDUCED PRICE MEALS AND FREE MILK

As established by Public Law 91-248, eligibility for free and reduced price meals and free milk served under the school nutrition programs is based upon the family size and the income of each individual applicant. In determining eligibility of a family experiencing a temporary loss of income, school food authorities should be aware that they may consider both the income of the family during the past 12 months and the family's current rate of income to determine which is the better indicator of the family's need for free or reduced price benefits.

Based upon this provision, a family which is seasonally employed, such as that of a farmer, a business operator, or a migrant worker, may receive a more equitable assessment of their need for free and reduced price benefits for their children.

This provision is also helpful in instances where a family is experiencing conditions which cause its income to fall temporarily within the school's eligibility criteria. One example of this is a family which suffers a loss of income due to the layoff of a family earner.

If a family suffers such a temporary loss and if the family's current rate of income falls within your eligibility criteria, you may grant temporary approval for free and reduced price meals, or free milk, to their children. School officials should base eligibility on the family's current rate of income rather than on the family's annual income. However, the application must be completed as usual.

When the temporary condition has been alleviated, families approved under this provision should be informed that the conditional approval will end within a specific time (10 days for instance) and that those wishing continued assistance may apply for a continued eligibility by submitting a new application.

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, creed, sex, color, or national origin.

- * Approximately one-third of the managers advanced from a skilled job to manager.
- * Among the managers whose responsibilities include nutrition education, 35 percent are directly involved with student education and 26 percent are responsible for teaching nutrition to co-workers. Twenty-one percent develop bulletin boards and 17 percent served as nutrition resource persons.
- * Managerial duties account for 58 percent of a manager's time. Some of these duties which consume a large proportion of a manager's time include supervising sanitation and safety procedures, use and care of equipment, and food preparation and service.
- * Thirteen percent of the reporting managers manage more than five food service units; 22 percent more than two units.

EDUCATION

- * Fifty-two percent of the survey participants have completed high school or its equivalent.
- * An additional eight percent have 13 or more years of schooling.

SALARY

- * Employees in larger schools earn more than their counterparts in smaller schools.
- * Hourly rates for skilled managers range up to \$9.37. Their salaries average \$3.45 per hour.
- * Hourly rates for skilled employees range up to \$8.33, with an average rate of \$2.59 per hour.

TRAINING

- * Most available courses are those offered by the State school lunch offices (30 percent) and local school districts (29 percent).
- * Colleges and universities sponsor 24 percent of the training, and USDA at the regional level sponsors 11 percent.
- * Seventy-five percent reported that on-the-job training was required.
- * Respondents commented that they prefer courses that encourage student participation because they are more meaningful and more interesting than courses presented in a lecture format.

TRAINING RECEIVED

- * About 30 percent of the respondents reported completing formal training in the past 10 years.
- * The five courses most often taken by participants were Sanitation and Safety, Use and Care of Equipment, Quantity Food Preparation, Nutrition and Menu Planning.
- * The reason most respondents take training is to improve job performance rather than to increase salary or get a promotion.
- * Suggestions for improving existing training courses include easier access to training site, greater frequency of classes, better course quality, and more subject variety.
- * Some major reasons employees gave for not taking training include the following: Training requires out-of-town travel, cannot get time off, and insufficient time.

TRAINING DESIRED

- * When asked what courses respondents would like to take, the three most commonly mentioned were Nutrition, Quantity Food Preparation, and Menu Planning. Again, the reason was to improve job performance.
- * Asked to recommend subject matter for future training, managers suggested: nutrition, quantity food preparation, sanitation, and menu planning.
- * The most convenient time for training by a large majority of respondents was during the summer.

If you are interested in the full report, "Profile of School Food Service Personnel," you may obtain it from the Food and Nutrition Service Information Center (FNIC), National Agricultural Library, USDA, Room 304, Beltsville, Md. 20705. It is available on loan.



SCHOOL FOOD SERVICES

newsletter

MONT. STATE UNIV.

SEP 30 1976

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Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

September-October 1976

Oct. 1976

DOCUMENTS

FALL WORKSHOPS

The Superintendent of Public Instruction is sponsoring regional workshops at:

Glendive, Dawson County High School	August 30, 1976
Wolf Point, Wolf Point High School	August 31, 1976
Lewistown, Fergus High School	September 2, 1976
Havre, Havre High School	September 3, 1976

As part of these workshops the state school food services staff will conduct sessions for all who have responsibilities in school food programs.

<i>Session</i>	<i>Topic</i>
10:00 a.m. — 11:30 a.m.	"Nutrition Education Activities for Classroom and Cafeteria" This program is designed to assist participants in developing a nutrition education program in their school relating nutrition education to their cafeteria. A variety of teaching techniques and activities including community resources will be explored. This session is intended especially for all school food manager/cooks, helpers and teachers K-6.
11:45 a.m. — 1:00 p.m.	"Lunch for the Type A Bunch - School Food Manager/Cooks and Helpers" In cooperation with the school food service personnel of the host school, arrangements have been made for the school food manager/cook and helpers to dine together in the cafeteria for an informal learning experience.
1:00 p.m. — 2:30 p.m.	"School Food Services Accounting and Record Keeping" The accounting and record keeping session is intended primarily for administrators, supervisors and record keepers of the school food programs. The participants shall review requirements by an oral presentation and have open discussion.
1:00 p.m. — 2:30 p.m.	"Care and Use of Equipment" The "Care and Use of Equipment" is especially for administrators and service employees of schools with food programs. A 20 minute film illustrating equipment use and care will be shown followed by discussion and ideas for maximum utilization and care of quantity food preparation equipment.

2:45 p.m. — 4:15 p.m.

Attend a session of your choice from those listed in the program.

The state school food service staff will be available during this time period if they may assist you in anyway.

AREA SCHOOL FOOD SERVICE WORKSHOPS SCHEDULED

Bozeman, Wilson School	September 7, 1976
Kalispell, Kalispell High School	September 9, 1976
Conrad, Meadowlark School	September 13, 1976
Butte, West Junior High School	September 16, 1976
Stevensville, Stevensville High School	September 20, 1976
Thompson Falls, Thompson Falls High School	September 21, 1976
Hardin, Hardin High School	October 5, 1976
Forsyth, Forsyth Elementary	October 6, 1976
Columbus, Columbus School	October 7, 1976

The area school food service workshops are for all who have responsibilities in the school food services areas. The program will include the information as listed for the regional workshops. For the evening meal we are requesting each school represented bring "Type A" box lunches for each of the participants from that school. This is part of the workshop learning experience. How many ways can a Type A lunch be prepared as a box lunch??????? This should be an excellent opportunity for sharing new and old ideas. Do make plans to attend! Preregistration blanks are on page 5 of this newsletter.

NATIONAL SCHOOL LUNCH WEEK - 1976

"You Are What You Eat"

October 10 through 16 is National School Lunch Week.

Do plan to celebrate the whole week! This will be the last year of the circus theme and the tame tiger, dancing bear, twirling elephant and grinning camel now return for one final visit. Be part of the Bicentennial festival, "Invite America to Lunch." Introduce parents, teachers, administrators, school board officials, senior citizens and others to the nutritious school lunch.

The Universal Menu Day of National School Lunch Week is Wednesday, October 13, 1976.

Main Attraction Hot Dog on a Bun

* * * * *

Ring Master's Vegetable Beef Soup

* * * * *

Side Show Orange Wedges

* * * * *

Happy Clown Tutti Frutti Crisp

* * * * *

Midway Milk

An order form listing National School Lunch Week materials that are available through the American School Food Service Association in Denver was reproduced and included in the May-June issue of the School Food Services Newsletter. Don't forget to order early.

STATE SCHOOL FOOD SERVICE PERSONNEL

Your state staff is:

Brisbin Skiles, Supervisor
Elaine Anderson, Assistant Supervisor
Flora Martin, Nutrition Consultant
Ann Ferguson, Nutrition Education Specialist
Linda Rosvall, Accountant
Jean Stock, Food Distribution Clerk
Ruth Boyce, Assistant Food Distribution Clerk
Sofia Janik, Secretary

Our mailing address is:

School Food Services
Office of the Superintendent of Public Instruction
State Capitol
Helena, MT 59601

Our office is located at:

1218 East 6th Avenue
Helena, MT 59601

Our telephone number is:

449-2501
A toll free number 1-800-332-3402 is provided to help you reach individual staff members in the State Superintendent's Office in Helena.

Your Montana School Food Service Association Officers for 1976-77 are:

Erma Stinson, President
Montana School Food Services
Association
C.M. Russell High School
288 17th Avenue N.W.
Great Falls, MT 59403

Loretta Wegner, Secretary
Montana School Food Services
Association
Longfellow Elementary School
1101 7th Avenue South
Great Falls, MT 59403

Julie Kotschevar, President Elect
Montana School Food Services
Association
Box 2669
Great Falls, MT 59403

Carol Chapman, Treasurer
Montana School Food Services
Association
717 49th Street South
Great Falls, MT 59403

BE AN ACTIVE MEMBER OF YOUR ORGANIZATION

If you have not been a member of the Montana and American School Food Service Associations do join, we need to work together. We have included an application blank on page 5 for new members to use and for those of you who have received or will be receiving notification of your membership dues for renewal. Do renew your membership immediately!

FOOD DISTRIBUTION PROGRAM BRIEFS

We in the School Food Services Office are looking forward to another good year in providing service to the school children of Montana. We realize that it is only through close cooperation of people in the field that the aims and objectives of the School Lunch Program can be carried out. May we urge you to give careful attention to the newsletter for it is through this medium we present items of general interest and specific information that may affect your program.

The Food Distribution Program distributed \$1,931,332.23 value of donated foods and \$108,467.00 in a cash shortfall payment to schools in Montana during the 1975-76 school year. The USDA has set a national average minimum value of donated foods or cash, equal to 11.75 cents per child lunch, to be made available under the National School Lunch Program for FY 1977. The minimum value of FY 1976 was 11 cents per child lunch.

Frequently the School Food Services Office receives letters from school officials "ordering" certain USDA donated foods.

All USDA donated foods are allocated to the state and in turn to school districts on the basis of child participation. The amount and kind of food each school district is to receive is indicated on double postcards. One card will provide a record for your files; the other card, which is preaddressed, should be detached, filled out according to the directions, SIGN IN INK and sent to the School Food Services Office immediately. We recommend that you devise a system for filing copies of your acceptance cards to simplify record keeping. The persons responsible for accepting USDA donated foods should read the FOOD DISTRIBUTION PROGRAM INSTRUCTION AND RECORDS booklet which is sent to each program in the fall mailing.

Utilization begins when you accept USDA donated foods that are offered. The quantity of food on hand should be used as a guide in accepting USDA food, in order to assure full utilization. School lunch manager/cooks should exercise as much care in accepting USDA foods as they do when ordering purchased foods. A current and accurate inventory of USDA and other foods is a necessary part of program operations. The inventory assists in determining the kind and quantity of foods on hand and foods needed.

You will find inventory sheets in the Menu Record Book to be used to maintain a complete record of USDA foods received, used and on hand. This record, if properly kept, will be valuable for reference when accepting USDA foods and purchasing other foods.

We plan to ship all purpose flour, roasted peanuts and shortening to School Food Service programs the last week in August.

We have received allocations of shortening, peanut oil, all purpose flour, rice, dry beans, processed cheese, frozen chicken, frozen turkey rolls, canned apricots, frozen beef patties, frozen ground beef, frozen whole turkeys and margarine.

We have some non-fat dry milk remaining in storage. If your program can utilize more of this food than you have on inventory, please request by letter the number of 50 pound bags you want shipped to your program.

FOOD FOR YOUTH

We have a quantity of booklets on nutrition entitled *Food For Youth*. This booklet is divided into 10 units, which include "What's Nutrition", 'Fuel for Life', 'What's A Balanced Diet', 'Three meals a day, Plus', 'Preparing Meals', 'The Last Step', 'Places We Eat In', 'Classroom and Cafeteria.'"

These booklets are a supplement to the filmed nutrition series, *Food For Youth* which was developed for a nutrition course for school food service personnel. If you are interested in receiving a copy of this excellent reference guide please request we send you a copy.

APPLICATION FOR THE MONTANA SCHOOL FOOD SERVICE ASSOCIATION

For use by new *members* _____

Your Name _____

Your Address _____

_____ Zip _____

National Dues \$ _____

State Dues \$ 1.00

TOTAL \$ _____

My position is _____

Approximate number of meals served per day _____

Public or Private School _____ School Grades _____

Return with dues to:

Carol Chapman, Treasurer
Montana School Food Service Association
717 49th Street South
Great Falls, MT 59405

American School Food Service
Association Dues for employees
who work less than 4 hours per day \$5.00

American School Food Service
Association Dues for employees
who work 4 hours or more per day \$8.00

American School Food Service
Association Dues for Supervisors \$20.00

AREA SCHOOL FOOD SERVICES WORKSHOP

Do you plan to attend an area School Food Services workshop? Yes _____

I plan to attend the workshop at _____

Name _____ Title _____

School _____ City _____ Zip _____

Date _____

Return by September 10, 1976 to:

H. Brisbin Skiles, Supervisor
School Food Services
Office of the Superintendent
of Public Instruction
Helena, MT 59601

ICE IDEAS FOR SCHOOL FOODSERVICE

from



P.O. BOX 22802
HOUSTON, TEXAS 77027

Vol. 6, Bulletin #1

With both food and preparation costs up over last year most school meals will cost about 10 cents more this fall. This creates a problem with no easy answer, since price increases tend to cut participation. Finding ways to produce more and just as nourishing meals for the same dollars is what everyone needs. Here are some suggestions for using always-convenient, still-economical rice:

Are Food Costs Your Problem?

- * Latest government figures show that rice is still an economical recipe ingredient -- each serving (half cup) averaging less than 4 cents. Since rice stores so well, its price does not fluctuate with the season.
- * Rice is a no-waste product. Leftover rice keeps well in the refrigerator for several days (cover it), and rice makes an excellent addition to soups, or may readily be used in salads or desserts. Nor does rice lose its quality and flavor when reheated -- just add a half-cup liquid to each quart of cooked rice and simmer until hot.
- * Make nourishing and flavorful use of that chicken stock or beef broth as the liquid in which you cook rice.
- * Small amounts of leftover meat sauce can be blended into cooked rice to give extra flavor and nourishment.
- * Leftover vegetables such as peas, carrots, corn or beans can be mixed with rice and made to go for another day. Or try combining small amounts of several vegetables in rice to create a colorful side dish.

Are Labor Costs Your Problem?

- * In rice casserole recipes that call for chopped and sauteed onions, substitute a dried onion soup mix.
- * "You do the salads and we'll do the entrees"... When several schools do the preparation for others in the area without kitchens, dividing up the preparation can bring economies. One of the easiest products to transport in bulk containers is rice. Just hold it at 140° - 160° in shallow pans; lightly mix in one-half cup melted butter for each gallon of cooked rice. To hold it for more than one hour it should be undercooked slightly.

Keep Costs Down and Nutrition Up

Since the entree takes the biggest share of the food budget, rice can play an important part in keeping costs down and nutrition up. On the next page is a tested recipe for Tuna-Rice Lasagne. It supplies not only protein but also vegetable and carbohydrate -- thus paving the way for economy in the remaining part of the menu. We've added a variation using beef, perhaps a more familiar concept, but equally tasty and economical. Even without government-purchased foods, the cost per serving is less than 15¢.

TUNA-RICE LASAGNE

Meat Alternate

Main Dishes D

100 Portions			
Ingredients	Weights	Measures	Directions
Onions, chopped	6 lbs.	1 gal.	1. Saute onions and green peppers butter until tender but not brown.
Green peppers, chopped	1 lb. 5 ozs.	1 qt.	
Butter or margarine	4 ozs.	1/2 cup	
Tomato puree	5 lbs.	2 1/4 qts.	2. Add tomato puree, tomato paste, water, seasonings, and 6 tables salt. Simmer for 30 minutes.
Tomato paste	3 lbs. 8 ozs.	1 1/2 qts.	
Water		1 1/4 gals	
Oregano		4 tbsps.	
Basil		4 tbsps.	
Garlic powder		2 tbsps.	
Crushed red pepper		1 1/2 tsps.	
Salt		1/2 cup	3. Combine rice, eggs, 1 pound (1 c) Cheddar cheese, cottage cheese, remaining salt, and pepper. Mix
Cooked rice	16 lbs. 8 ozs.	3 gals.	
Eggs, beaten		32	
Cheddar cheese, grated	2 lbs.	2 qts.	
Cottage cheese	3 lbs.	1 1/2 qts.	
Black pepper		2 tsps.	4. Spread about 1 1/2 quarts rice mixture into each of 4 greased p (12 x 20 x 2 inches).
			5. Pour 1 1/4 quarts sauce over each pan of rice mixture. Repeat layers of rice and sauce.
Tuna, flaked	4 lbs.		6. Arrange 1 pound tuna over each pan.
Parmesan cheese, grated	8 ozs.	2 cups	
			7. Sprinkle each with 4 ounces (1 c) Cheddar cheese and 2 ounces (1/2 c) Parmesan cheese.
			8. Bake at 350° for 45 minutes

SERVING: 1 piece, 2 x 3 3/4 inches - provides the equivalent of a 2-ounce serving of cooked lean meat and 1/3 cup vegetable.

Transporting in thermal containers or insulated cabinets: Immediately place prepared product in thermal containers or insulated cabinets to keep hot.

Transporting in thermostatically-controlled cabinets: Cover and hold at 140° to 160° up to 3

Transporting in single-service containers: Omit steps 7 and 8. Portion into individual serving containers. Top each with 1/3 ounce (4 teaspoons) Cheddar cheese and 1 teaspoon Parmesan cheese. Overwrap. Refrigerate or freeze. Cook before serving.

VARIATION

BEEF-RICE LASAGNE: Omit tuna and step 6. Saute 5 pounds lean ground beef with ingredients in step 1. In step 5, pour 1 1/2 quarts meat sauce over each pan of rice mixture. Repeat layers of rice and meat sauce. Serving is same as for basic recipe.

MENU SUGGESTIONS

Tuna-Rice Lasagne	Beef-Rice Lasagne
Buttered Broccoli	Cabbage-Carrot Slaw
Mixed Fruit Cup	Peach Halves
Garlic French Bread	Seeded Rolls
Butter or Margarine	Butter or Margarine
Milk	Milk
Oatmeal Cookies	Brownies

DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

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May-June 1976

FALL WORKSHOPS LIBRARY ROZEMAN

In cooperation with the four regional workshops sponsored by the Superintendent of Public Instruction, the state School Food Services staff is planning sessions for school food service personnel. We urge *all* persons with responsibilities in this area to attend these sessions. There will be information for superintendents, manager/cooks, assistants, clerks and teachers. Additional area workshops will be conducted in September by the state School Food Services staff at sites not reached by the regional workshops.

Present planning includes areas in south-central, southwest, western and northwest Montana.

August 30, 1976	Dawson County High School, Glendive
August 31, 1976	Wolf Point High School, Wolf Point
September 2, 1976	Fergus High School, Lewistown
September 3, 1976	Havre High School, Havre

FOOD DISTRIBUTION PROGRAM BRIEFS

The following forms have been mailed to schools:

1. Information Sheets for the 1976-77 School Term
2. End-of-the-Year Inventory Report of USDA Donated Foods
3. Food Distribution Receipt and Billing

Please read the instructions on each form, complete and return as indicated. The second offering of roasted peanuts which have been allocated for delivery this school year will not be shipped because of late arrival. This food will be stored in Helena during the summer and sent to schools at the beginning of the 1976-77 school year. Other shipments to be allocated and shipped early will be shortening, peanut oil, all purpose flour, bakers hard wheat flour, process cheese and rice.

The Food Distribution Program personnel wish you a happy summer!

COMING EDUCATIONAL ATTRACTIONS MONTANA STATE UNIVERSITY - CONTINUING EDUCATION COURSES

NUTRITION: *FACTS AND FANTASIES*

A survey of nutritional needs through the life cycle and the foods that supply them. It is designed for personnel who need accurate information as well as information concerning available resources. This course is suggested for school food managers/cooks, day care supervisors, public health and school nurses, social workers, County Extension Agents and teachers.

June 21 - June 23, 1976 Montana Tech Campus, Butte, New Mining and
Geology Building, Room 301

June 21 - June 23, 1976	Flathead Valley Community College Campus, Kalispell, Montana Hall, Room 22
June 21 - June 23, 1976	Miles Community College, Miles City, Room 106
Fee:	\$21.00 undergraduate credit or no credit
Additional Information:	J. Reddick School of Home Economics Montana State University Bozeman, MT 59715 Phone: 994-3241

NUTRITION EDUCATION WORKSHOP:

INCORPORATING NUTRITION EDUCATION INTO ELEMENTARY SCHOOL CURRICULUMS

July 26 - July 30, 1976	Montana State University, Bozeman, School of Home Economics
Fee:	\$42.00 - credit or no credit
Additional Information:	School of Home Economics Montana State University Bozeman, Montana 59715 Phone: 994-3241

NATIONAL SCHOOL LUNCH WEEK - 1976

"You Are What You Eat"

October 10 through 16 is National School Lunch Week.

Do plan to celebrate the whole week. This will be the last year of the circus theme, and the tame tiger, dancing bear, twirling elephant and grinning camel now return for one final visit.

Be part of the Bicentennial festival, "Invite America to Lunch." Introduce parents, teachers, administrators, school board officials, senior citizens and others to the nutritious school lunch.

The Universal Menu Day of National School Lunch Week is Wednesday, October 13, 1976.

Main Attraction Hot Dog on a Bun
* * * * *

Ring Master's Vegetable Beef Soup
* * * * *

Side Show Orange Wedges
* * * * *

Happy Clown Tutti Frutti Crisp
* * * * *

Midway Milk

We have reproduced an order form listing National School Lunch Week materials that are available through the American School Food Service Association in Denver. Don't forget to order early!

30 YEAR ANNIVERSARY SERVICE AWARDS ELIGIBLE MONTANA RECIPIENTS

One of the highlights at the American School Food Service National Convention in Hawaii August 1st will be the 30th Anniversary and birthday celebration of the National School Lunch Program. All individuals with 30 years of school food service will be recognized with the 30 year Anniversary Service Award. In order to qualify for this award, one has to have worked with or in support of the National School Lunch Program at Federal, State or local level.

Montana has seven School Food Service employees who have worked in the program in their local schools for 30 years and meet the criteria for this anniversary service award. They are:

Mrs. Florence Wolfinbarger
School District No. 9
Darby, Montana 59829

Mrs. Frieda Handley
School District No. 32
Clinton, Montana 59825

Mrs. Flora McLouth
School District No. 29
Somers, Montana 59932

Mrs. Gladys Berg
School District No. 20AA & D
Whitewater, Montana 59544

Mrs. Lillian Johnson
Missoula County High School
Missoula, Montana 59801

Mrs. Bertina Steffarud
School District No. 44
Whitefish, Montana 59937

Mrs. Leonard Walker
School District No. 63
Kinsey, Montana 59338

CHILD NUTRITION BICENTENNIAL AWARD WINNERS

Congratulations are in order for the following schools:

Zurich Elementary, Zurich

Lewis & Clark Elementary, Great Falls

Fort Smith Elementary, Hardin

Lowell Elementary, Great Falls

Lakeside Elementary, Lakeside

Mountain View Elementary, Great Falls

Antelope High School and Elementary, Antelope

Roosevelt Elementary, Great Falls

Turner High School and Elementary, Turner

Sacajawea Elementary, Great Falls

Beaver Dam Elementary, Anaconda

Special Education, Great Falls

Wolf Creek Elementary, Wolf Creek

Collins Elementary, Great Falls

Whitefish High School and Elementary, Whitefish

Franklin Elementary, Great Falls

Parkview Elementary, Dillon

Longfellow Elementary, Great Falls

Lustre Grade School, Valley County

Meadow Lark Elementary, Great Falls

East Junior High, Great Falls

Riverview Elementary, Great Falls

Paris Gibson Junior High, Great Falls

Russell Elementary, Great Falls

Chief Joseph Elementary, Great Falls

Skyline Elementary, Great Falls

Emerson Elementary, Great Falls

For more information regarding this award, please refer to School Food Services Newsletters of September 1975, January-February 1976 or write to Brisbin Skiles, Supervisor, School Food Services, Office of the Superintendent of Public Instruction, State Capitol, Helena, MT 59601.

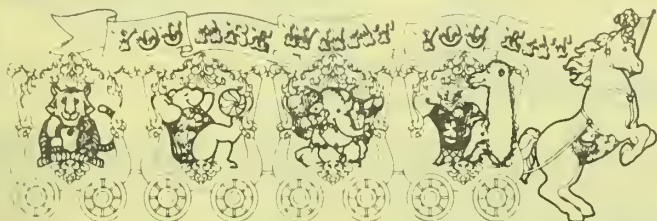
HOW DID (DOES) YOUR KITCHEN SCORE?

Courtesy Occupational Safety and Health Inspections for schools are done by personnel from the Bureau of Safety and Health, Department of Labor and Industry, Division of Workers Compensation. Information from these inspections aides us in assisting the school food service program personnel to develop safe working habits and working conditions.

These inspections revealed the most common offenses were not providing electrically operated equipment (such as mixers, freezers, refrigerators) with a ground and fire extinguishers that had not been inspected and tagged.

School Lunch Week 1976

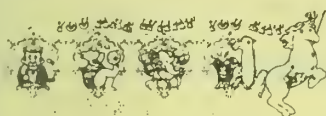
MATERIALS ORDER FORM



Posters/Banners: An entire circus train of previous School Lunch Week animals—tiger, bear, elephant, and camel—pulled by a rearing white stallion unfurling the flag declaring "You Are What You Eat" are depicted on this giant poster. Printed in full color, this poster measures 21" high by 54" long and will be the final National School Lunch Week poster to carry out the circus theme. National

School Lunch Week is printed on the banner, which measures 7" high by 54" long. It may be hung with the poster or separately. The poster has no dates and may be used all year 'round for a number of promotions.

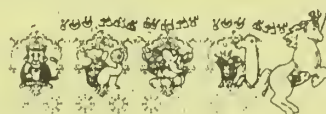
Each	\$ 1.60
10	\$ 5.00
25	\$10.80
100	\$38.00



© 1976 American School Food Service Association

Notepads: Use them for jotting notes at home or office or sell them as a fund-raising item. These notepads measuring 5½" by 8½" feature our circus train in full color across the top. Each notepad contains 50 sheets of paper.

Each pad	\$.75
10	\$ 5.90
50	\$26.00
100	\$51.75



Folders: Our circus train is the cover design of these heavyweight folders too. With two glued inside pockets, these folders make perfect press kits and information packets.

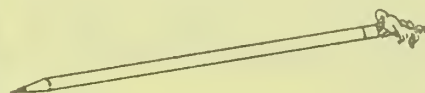
Each	\$.60
10	\$ 4.75
50	\$21.00
100	\$42.75



Balloons: The circus train comes to lunch on assorted colors of balloons.

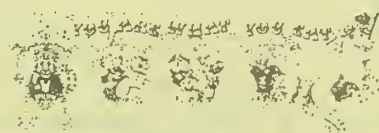
Use them as decorations, give them away to students and teachers as prizes, or sell them as fund-raising items.

100	\$ 2.80
500	\$13.75
1000	\$27.30



Pencils: Horse-topped pencils tout "You Are What You Eat". These items have been sold out for the past two years so don't delay in ordering. These pencils make great promotions to tell the nutrition story everyday. Give or sell them to students, teachers and others or use them yourself.

100	\$ 18.00
500	\$ 87.00
1000	\$173.75



Placemats: Students will really enjoy the circus train with these follow-the-dot coloring placemats. Printed in black on durable paper, these placemats are packaged 30 to a set so they can go into classrooms. After students have completed the dots and colored the picture, they can use them as placemats or wall hangings. Why not conduct a coloring contest around them? Each set comes with an activity guide so teachers can give a nutrition lesson while the kids are having fun.

Each set	\$ 3.15
10	\$ 17.80
50	\$ 84.00
100	\$165.65

1977 Calendars: Running from January through December 1977, these calendars will feature a food item a month so that nutrition lessons can be easily taught in connection with each month. This is another item that is great for your own use or as a resale item.

Each	\$ 1.00
10	\$ 8.95
25	\$22.25
100	\$88.00

SPECIAL! SPECIAL! SPECIAL!

Because this is the final year of the circus theme for National School Lunch Week, you may want to purchase some favorite items from past years to round out your promotion. They're available at some very special prices.

Posters: Maybe you'll want to show all four circus animals—our tame tiger, dancing bear, twirling elephant, and grinning camel—in full splendor. Hang all four posters around the lunchroom along with the circus train so students can get the full benefit of the good nutrition spouted by this menagerie. Each set contains one poster from each year.

Each set \$ 3.00
 10 \$10.00
 50 \$20.00
 100 \$35.00

Bear Badges: One of the favorite theme animals was the dancing bear, so we designed a very special name tag around him. This name tag can be used all year 'round. In fact, everyone attending the 4th Annual Legislative Conference wore one. Just write a name in the space with felt tip pen. You can even wash it off and write another name in.

Each \$.75
 10 \$ 5.00
 25 \$11.50

1974 Calendars: What can you do with a two-year-old calendar? Teach nutrition! This was probably the favorite calendar. It featured kids at various activities and such catchy slogans as "Eat Your Teeth Tough". Many teachers and school foodservice people around the country have taken these photo drawings and sayings and developed nutrition lessons around them. You can do the same.

Each \$.50
 25 \$10.00
 100 \$35.00

OLD FAVORITES

These items have been big sellers throughout the five years of the "You Are What You Eat" campaign. They are good nutrition education tools or fund-raising items. Don't miss this chance to reorder.

Tiger Puzzles: Tough enough for puzzle buffs, this high quality jigsaw puzzle features our first circus animal. Each puzzle is packaged in a plastic bag and makes a good gift or money-raising item.

Each \$ 1.10
 25 \$15.00
 50 \$29.00

Tiger Note Paper/Envelopes: Each package of these informal notes featuring the tiger contains 10 notes

and 10 envelopes. Use them yourself, give them away, or sell them.

Each package \$.70
 10 \$ 5.50
 25 \$11.50
 50 \$21.25

Yummy Rummy: This ever-popular rummy game based on good nutrition turns nutrition into fun. Use it to teach nutrition or as a gift or money-raising item.

Each \$1.50
 10 or more, each \$1.15

Fun With Foods Coloring Book: Always a favorite, this coloring book helps teach nutrition to primary and preschool children.

Each \$.50
 25 \$ 5.70
 100 \$16.10

Activity Fun With Foods: This great nutrition education tool contains puzzles, games, and word games for elementary students from second through sixth grades.

Each \$.50
 25 \$ 5.70
 100 \$16.10

ASFSA Informals: New last year, this informal stationery was quite popular. Use them for invitations, thank yous, or just short notes. They feature the ASFSA logo and border in blue and are packaged 20 notes and 20 envelopes to a box.

Each package \$ 2.25
 10 \$ 19.30
 25 \$ 46.25
 100 \$178.60

Mail orders to: **School Lunch Week Department**
American School Food Service Association
4101 East Iliff Avenue / Denver, Colorado 80222

MINIMUM ORDER \$5.00

QUANTITY	ITEM	COST
	Posters /Banners	
	Note Pads	
	Folders	
	Balloons	
	Pencils	
	Placemats	
	1977 Calendars	
	Posters	
	Bear Badges	
	1974 Calendars	
	Tiger Puzzles	
	Tiger Notes/Envelopes	
	Yummy Rummy	
	Coloring Book	
	Activity Fun with Foods	
	ASFSA Informals	
(Minimum Order \$5.00) TOTAL:		

I enclose my check for \$ _____

Circle month preferred for mailing (orders take from three to six weeks for delivery).

MAY JUNE JULY AUGUST SEPTEMBER

All orders mailed after **SEPTEMBER 1st** will be charged for special handling.
 No order accepted after **SEPTEMBER 15th.**
MINIMUM ORDER IS \$5.00.

Name of organization _____

Ordered by _____

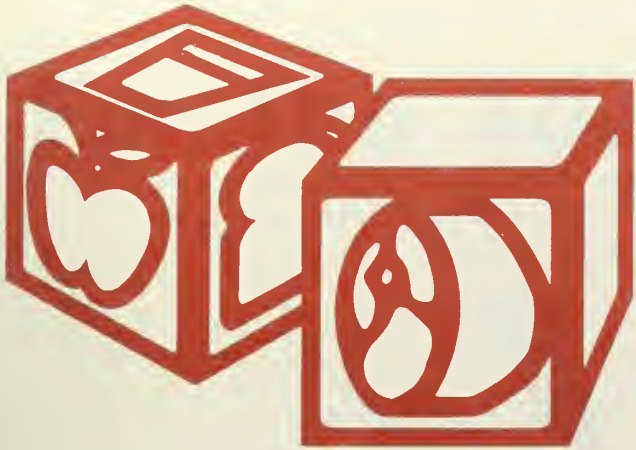
Give name and address where orders should be shipped:
(Do not use your P.O. Box number for large orders.)

Name _____

Street Address _____

City _____

State _____ Zip _____



APRIL 1976

TYPE A TOPICS

CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE

ENERGIZE YOUR DAY WITH BREAKFAST

Children who eat a good breakfast have a better chance to do well in studies and recreation. The School Breakfast Program enables children to receive a nutritious breakfast at the beginning of the school day. It also serves as a real benefit to working parents, because they can ensure that their children receive a good meal even if they don't have time to prepare it.

You can begin a breakfast program in your school without adding to your existing equipment or staff. The meal pattern for breakfast allows maximum flexibility in the foods that are served. The requirements are:

- 1) one-half pint of milk served as a beverage or on a cereal, or used in part for each purpose;
- 2) a one-half cup serving of fruit or full-strength fruit or vegetable juice; and
- 3) one slice of whole-grain or enriched bread; or an equivalent serving of cornbread, biscuits, rolls, muffins, etc., or cereal.

It is good, also, to serve protein-rich foods as often as possible.

BREAKFAST MENUS

If your school has limited facilities for food preparation and storage, or none at all, you can still serve a good breakfast. Here are three varied menus which do not require much preparation:

Fruit juice	1/2 cup
Cereal in self-service Container	3/4 cup
Milk	1/2 pint

Apple	1 medium
Doughnut	1
Milk	1/2 pint

Citrus fruit sections	1/2 cup
Choice of bread with jelly	1 slice
Milk	1/2 pint

If you have no refrigeration, you may wish to consider the possibility of scheduling daily deliveries of milk and juice.

If you are already serving breakfast, these three menus may help you add variety to the meals:

Applesauce	1/2 cup
Open-faced cheese sandwich	1 slice
Milk	1/2 pint

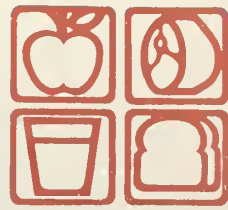
Grape juice	1/2 cup
Cheese and sausage pizza	1 slice
Milk	1/2 pint

Sliced peaches	1/2 pint
Pancakes with syrup	1
Milk	1/2 pint

The same merchandising ideas work for breakfast that work for lunch. Try naming foods after teachers, athletic teams, or famous historical figures. Use student taste-testing panels to help plan menus.

Present a cheerful face and a willing attitude to students. If the food is attractive and tasty you will reap rewards from happy children who are more alert in classes and present fewer discipline problems.

For The Administrator



In Public Law 94-105, signed on October 7, 1975, Congress stated its intent that "the School Breakfast Program be made available in all schools where it is needed to provide adequate nutrition for children in attendance." Congress directed USDA and State educational agencies to carry out a program of information to further this policy.

We have adopted as a national theme "Energize Your Day With Breakfast." Written materials have been prepared using this theme to provide information to interested groups. If you have not received any of this material and are interested in obtaining it for your school, contact your local school food authority.

Comments from Schools That Have a Breakfast Program

Good Results

What have been the results of serving breakfast at school?

- Parents say the school breakfast has improved their children's appetites for other meals.

- A number of children used to fill up on snacks because they had either eaten no breakfast or had not eaten enough at home in the morning.

- Teachers note better attention, less leaning on elbows and falling asleep in class. The children seem more active in school work.

- The school nurse has fewer sick reports. The children seem more robust.

Social Benefits

- The principal not only endorses the breakfast program for health reasons, but also notes the social benefits. Some of the children live in a non-verbal world, he says. "They are finally learning to communicate in the fairly relaxed breakfast setting at school with their peers. Some are even assuming leadership roles in helping the younger ones carry their trays and open their milk bottles." There have been no discipline problems, the principal added.

Children's Comments

Some of the comments of children about breakfast at school are:

- "I eat more here than I do at home. I live with my grandmother and all we eat is cornflakes."

- I like eating at school better. My dog's always running around and the little kids are crying at home."

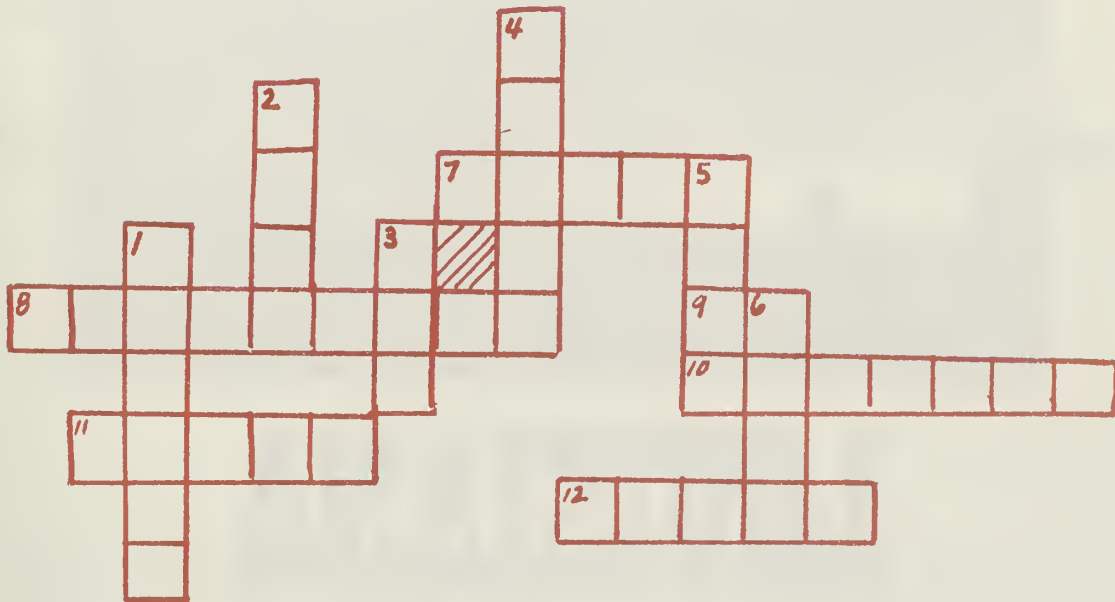
- My mother makes breakfast for me, but I never have time to eat it."

- The principal says children now arrive at school on time and eat a leisurely breakfast. "The children who were chronically tardy seem to be the same ones who weren't fed properly."

Reprinted from the Oklahoma Educator, December - January, 1976, page 7. Permission granted by the School Lunch Section, State Department of Education, 2500 N. Lincoln, Oklahoma City, OK 73105

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color, or national origin.

BREAKFAST BAFFLE



DOWN

1. You put this in a bowl
2. A breakfast beverage
3. _____ and eggs
4. Oranges, canteloupes, grape-fruits
5. These can be scrambled
6. A kind of cereal

ACROSS

7. The liquid from fruit
8. The first meal of the day
9. Breakfast gives you get up and _____
10. Ground pork
11. Jam or _____
12. French _____



LOUISIANA PURCHASE

Cajun Creation

Louisiana Rice

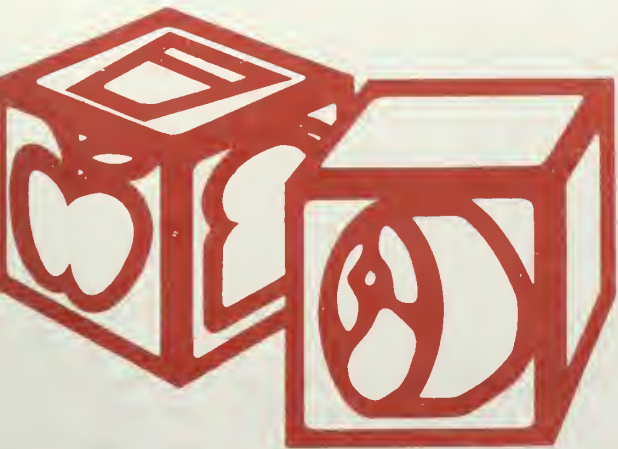
Pirate's Treasure Spinach

River Boat Salad

French Bread, Butter

Lewis and Clark Cookie

Mississippi Milk



MAY 1976

TYPE A TOPICS

CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE

THE IMPORTANCE OF TRAINING

Having a well trained staff is a goal of most managers. Nearly all school food service managers agree that it's an important goal--and plan to start a training program tomorrow, next week, or--since it's near school closing time--next year. "We know our food service operation can improve," they say, "but lunch went okay this noon--and, after all, there are just so many hours in the day!"

Training is an investment. It takes time and effort, but it definitely pays off in employee and student satisfaction, as well as in a dollar savings for the local school district.

How often do we stop to reflect that our food service employees are learning--good and bad work habits--every day? When we don't plan the learning experiences and set the standards, we have little control over the results. The job will probably get done. But the approach, methods, and overall work quality will be based on trial and error, and on observations of the good or poor work habits of others. Through established standards and planned learning experiences, the school food service manager is in a position to control the results.

PLANNED TRAINING

On-the-job training is one of the most important forms of training, and one which is frequently neglected. On a "one to one" basis, or in small groups, it provides the opportunity for "show and tell"; and because of its immediate relationship to the task at hand is particularly meaningful to the food service employee. As with all manager-employee directions, technique and approach are keys. On-the-job training must be done in a positive, constructive manner that does not embarrass or make the employee feel inadequate. Through such training it is possible for him or her to develop and apply new knowledge and skills.

Employee Meetings are a slightly more formal form of training. Regularly scheduled by work unit they can be highly valuable by enabling employee participation in the management process and by the development of team working relationships. Properly conducted employee meetings are learning experiences for both manager and employees.

Formal Classes--whether planned as part of the work week, as a workshop, or as a seminar--are what most of us think of when we hear the word training. These seem a bit awesome to some of us. Yet often, getting formal classes started is just a matter of discovering what materials are available to help us along.

All training, whether on-the-job, through employee meetings, or as formalized classes, requires management follow-up. This follow-up is important to reinforce previous learning and to make certain that tasks are being performed as intended.

THE HEART OF THE MATTER

How carefully are we analyzing problem areas and how many solutions can be achieved through proper training? Ask yourself these questions:

Do our employees seem accident prone? Does the problem rest with our employees or is the key in training? Are they trained to wipe up spills promptly, to walk and not run, to utilize proper protection when handling heavy cases, equipment, and hot pans of food? Do they know how to properly utilize equipment?

SUMMER FOOD SERVICE PROGRAM
FOR CHILDREN

During the past several months, Type A Topics has talked about the Summer Food Service Program for Children. This month's supplement will discuss the financial problems involved in operating a program and how they can be overcome.

In past years, individual schools and school districts have hesitated to become involved in the Summer Food Service Program for Children since they are unsure if the program can pay for itself. Many of these financial concerns have been alleviated because of changes in the law governing the program.

As of March 1, rates of reimbursement for the summer program are 87.25 cents for each lunch/supper (6.50 cents of the amount is set aside for administrative costs); 48.25 cents for each breakfast (3.25 cents of this amount is set aside for administrative costs); 22.75 cents for each supplement (1.50 cents of the amount is set aside for administrative costs).

In many states, start-up funds may now be available to you (if you sponsor the program) or the service institutions which sponsor the program. These funds may be used for initial hiring and program planning. If you qualify, you may be eligible for these funds now.

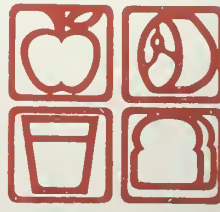
Advance funds will also be available to all who are approved to sponsor the program. These funds will help you pay your food bills and meet your payroll on a timely basis.

If you have adequate funding from other sources and do not wish to become involved in bookkeeping necessary to document your total food service operation, you may claim and document your food cost only.

As you can see, many of the financial problems facing sponsoring service institutions have been alleviated. The important fact to keep in mind is to start planning now. In some instances, funds may already be available to help start your Summer Food Service Program. Commodities and technical assistance will also be available. If you are unsure who administers the program in your State or if you are interested in more information, contact:

The Special Feeding Programs Branch
Food and Nutrition Service, USDA
Washington, D.C. 20250

For The Administrator



MAY 1976

1976 – A YEAR OF REFLECTION

President Ford has called upon the people of the United States to observe the year 1976 as "a year of reflection, a year of sharing, a year of achievement."

In proclaiming 1976 the "Bicentennial Year," the President asked that all Americans reflect from time to time on "the historic events of our past, on the heroic deeds of those whose legacy we now enjoy, and on the compelling visions of those who helped shape our constitutional government."

The President noted that "the challenges faced by our forebears were not only to their physical capabilities but also to their faith in the future. Their response to these challenges affirmed their deep belief that by their actions they could create a better world for themselves and those that would follow. As we enter America's third century, let us emulate in word and deed, their resolve and vision."

The President called upon educators, clergy, labor, business and community leaders, as well as those in the communications media, to review the country's history and publicize the shaping events, people and ideas of America's beginnings.

"I call upon every man, woman and child to celebrate the diversity of tradition, culture and heritage that reflects our people and our patrimony. Let each of us resolve to cherish and protect what we have achieved in the United States of America and to build upon it in the years ahead, not by words alone, but by actions which bespeak a continuing commitment to a heritage of individual initiative, creativity, and liberty."

Is employee turnover and absenteeism high? Are reasons given by employees for either leaving their jobs or being absent really valid? Are they dissatisfied from not knowing what is expected of them? Is there a sense of insecurity, a general unrest, and disorder among the workers stemming from a lack of guidance and direction?

Training is important to the employee. It helps to make the job easier and safer, and it helps the employee develop a sense of security and job satisfaction. Additionally, training allows for upward mobility and for promotions from within. This is of value to both the employee and the food service operation.

How much is a lack of training costing? In employee accidents? In less than fully productive hours? In student dissatisfaction leading to low participation? In wasted food and in wasted supplies? What does this amount to in terms of potential dollar savings to the school district?

And so, in taking a harder look, we see that our training program really does affect a number of areas. We are talking not only about the employee, his or her safety and job, but also about the effects our food service operation has on others outside our facility. We can see how the training program affects our students, the customers, in the nutrition they receive. It affects their enjoyment of the food and its safe and attractive service. Also, it affects our school district by a potential dollar savings through increased productivity and reduction of waste. Finally, it affects ourselves, the food service managers.

A manager's performance and effectiveness is generally evaluated by achievement of objectives in cost control, quality food service and sanitation. The achievement of these goals is directly dependent upon the application of knowledge and skills by the school food service employees. Set your standards high and let your employees know what you expect. Train them in what they are to do. Let them know why, how, and when they are to carry out their assignments. The results you achieve will only be as good as your own guidance and direction.

TRAINING MATERIALS

A good resource for training materials is the Food and Nutrition Information and Educational Materials Center, National Agricultural Library, U.S. Department of Agriculture, Beltsville, Maryland 20705. The library provides references as well as numerous audiovisuals available for loan.

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color, or national origin.



SOUTHERN PLANTATION

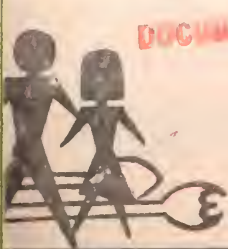
Southern Style Chicken
Dixie Land Mashed Yams
Brér Rabbit Greens
Magnolia Delight Fruit
Crinoline Cornbread, Butter
Cotton Juice

DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

MARIAN G STEPHENS LIB
DOCUMENTS DEPARTMENT
MONTANA STATE UNIVERSITY
BOZEMAN MONT 59715

THIRD-CLASS





SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

APR 19 1976

January-February 1976

LIBRARY, BOZEMAN

BICENTENNIAL AWARD

Many schools in Montana are participating in the Bicentennial awards program, but what about you? Wouldn't you like to get into the Spirit of 1976 with a Bicentennial project and win an award?

The award program was listed in your September School Food Service Newsletter but we would like you to know that it is still going on. The award period extends from September 1975 through December 1976.

For you to receive an award by the end of the award period, application forms must be submitted by November 1, 1976. But don't wait until next fall; do the project this year. See your September 1975 School Food Service Newsletter for instructions - page 4. The application blank is on page 11. Your application should be mailed to Brisbin Skiles, Supervisor, School Food Services, Office of the Superintendent of Public Instruction, State Capitol, Helena 59601.

WHAT HAVE WE HERE???

We have cinnamon rolls, spicy muffins, corn bread, applesauce, pears, peaches, fruit juices, bananas, hamburger, wieners, sausage, fish, cheese, beans, eggs and hundreds of other nutritious tasty food items in the School Breakfast Program. With the enactment of Public Law 94, 105, October 7, 1975, permanent authorization has been given to the School Breakfast Program.

The School Breakfast Program is designed to provide a nutritious start to a child's day at school. To receive reimbursement for each breakfast served to children, a school agrees to serve one half pint of fluid milk, a one half cup serving of fruit or full strength fruit or vegetable juice, and a bread or cereal product. If you are interested in learning more about the advantage of participating in the School Breakfast Program, contact our office.

THREE DAY NUTRITION WORKSHOP

A three day nutrition workshop, "Nutrition Facts and Fallacies" concerning basic nutrition and food fads will be held in four towns in the state. Montana State University will sponsor the workshops. Participants may receive one credit if desired. Registration will be through Montana State University, Department of Home Economics, Bozeman. The workshops are for people who do not have a degree in nutrition, such as nurses, school food managers/cooks, day care supervisors and other interested personnel.

Butte	June 21-23, 1976
Miles City	June 21-23, 1976
Kalispell	June 21-23, 1976
Glasgow	August 9-11, 1976

NUTRITION EDUCATION WORKSHOP FOR ELEMENTARY TEACHERS

A five day workshop entitled "Nutrition Education Workshop for Elementary Teachers" will be held at Montana State University July 26-30, 1976. The course will include nutritional needs of

children, current topics (health foods, vitamins, cultural awareness), grade level guidelines (thought processes, motor skills, teaching techniques, resource evaluation) and a planned project.

Upon completion, participants may receive two graduate credits or the course may be audited without credit. Advance registration will be accepted until July 12, 1976 by contacting the Continuing Education office, Montana State University, Bozeman, 59715.

Welcome to anyone interested in teaching nutrition education to K-6 students.

NEED FOR NUTRITION

Eating habits are learned experiences and probably the most basic habit we acquire throughout life.

When a child says, "I don't like that," he usually means, "I've never tasted that." This is why all food service personnel are urged to put at least one bite of an unfamiliar food on each child's tray. The child who learns to like and enjoy a wide variety of foods is more likely to mature into a healthy adult.

One of the most important functions of the food service in the school is to make different varieties of food available so that children may have the chance to learn to like them.

Lunchtime should be considered the laboratory for all the nutrition education taught in the classroom. Food service supervisors should constantly be updated in their knowledge of nutrition and be available to serve as resource people to the classroom teacher.

Children also learn by example, which makes it important that the adults eating in the school cafeteria also develop the proper attitude about food. The school cafeteria shouldn't function as a "filling station"—it should always be considered as a teaching and learning experience.

Idaho State Department of Education
News and Reports
November 1975

FOOD WASTE EXPLAINED

Plate waste in child nutrition programs is a matter of national concern, prompting some in the school community to question why certain foods should be served as part of the Type A lunch if they continually end up in the garbage disposal.

Dr. Robert P. Selby, principal of Woodlawn School in Portland, Ore., has these views on the subject of plate waste.

"When a child is taught to read, he is given a book. He is not expected to read because a book is available. It is used as a tool. When a child is taught to write, he is given paper and pencil or crayon. These are tools. If he does not write well the first time, the paper is discarded, fresh paper is given and the teacher tries again.

"By the same token, when a child is taught to eat, food is made available. If a child does not eat well at first, there is no reason for giving up. Try again. Some plate waste in the lunch is inevitable if children are to have an opportunity to learn to enjoy a wide variety of foods," he said.

Selby adds there is some research evidence to indicate that adults who have rigid personalities and have difficulty coping with changes in the world around them also have rigid food habits. Cafeteria managers and workers, by teaming up with teachers to help children develop flexible food habits, contribute to the development of flexible personalities.

"Since plate waste is everyone's concern, involve the whole school in helping to minimize it," he said. First, determine which foods are unpopular and most often thrown away. Enlist students or teachers to monitor the tray return and record the foods most often discarded. Monitor the waste from bag lunches too. "The results probably will be surprising."

Students can also conduct a food preference survey to determine the most and least favorite foods. "Once you know which foods are not very popular, try new ways to prepare them. Have a tasting party and let students select the preparation method they prefer. For example, if beets are not a popular vegetable, ask students to choose between buttered beets, Harvard beets, beets with orange sauce or hot spiced beets," he said.

Also, involve students in menu planning. Once a month, feature a menu planned by a different class or a student committee. With a little imagination, you can come up with lots of other activities to help "sell" your program and minimize plate waste. "Plate waste will always be a problem until someone makes a real effort to stop it," Selby concluded.

Idaho State Department of Education
News and Reports
December 1975

ACCEPTABLE FOODS

Additional foods have been approved for Type A Meal requirements.

TONY'S FOOD SERVICE PIZZA WITH BEEF AND TEXTURED VEGETABLE PROTEIN meets three components of the Type A lunch requirements of Child Nutrition Programs—two ounce equivalent of cooked meat and meat alternate, a serving of bread, and one teaspoon of fortified margarine. The serving size is 4" x 6" and the weight is five ounces. Cheese Alternates that have been approved are: UNIQUE LOAF Imitation Cheese Made from Vegetable Oil, Artificially Flavored; UNIQUE LOAF Imitation Mozzarella Cheese Made from Vegetable Oil, Artificially Flavored; TANGY LOAF Cheese Substitute; PIZZA LOVER Imitation Mozzarella Cheese Made from Vegetable Oil, Artificially Flavored and Colored. Remember that cheese alternate products must be combined with natural or processed cheese. At least half of this combination must be natural or processed cheese and the combination must be used in a cooked food.

TANGY PIZZA TOPPING, A blend of 50 percent Mozzarella Cheese, 45 percent Cheese Substitute (made with vegetable oil), 5 percent Romano Cheese is already a mixture of cheese and cheese alternate product in proportions in accordance with Food and Nutrition Service Regulations, it need not be combined with natural or processed cheese before using.

A change in School Breakfast Program Regulations allows the service of GRANOLA-TYPE CEREALS. The meal requirements of the School Breakfast Program Regulations have been amended to allow 3/4 cup or *one ounce* serving of whole-grain, enriched or fortified cereals in the bread/cereal component of the pattern. This change allows for the service of high density granola-type cereals to meet the bread/cereal requirement of the breakfast. When the required serving size was 3/4 cup, granola weighed three times that of the common "air-expanded" cereals. This was too much for a child to eat and too expensive to serve. The amended regulations permit granola to be served in a more reasonable and appropriate size serving—one ounce.

NATIONAL FOOD DAY

Plentiful, wholesome food, good nutrition and sound health should be within reach of everyone. Yet, we all know many people are finding it harder to meet these basic needs. Rising prices, global shortages and lack of nutrition education mean that millions in America and around the world can't put a nourishing meal on the table.

To highlight this problem, and to push for change, the Center for Science in Public Interest, a nonprofit organization, is sponsoring Food Day. Food Day, April 8, 1976, - a national day of action on the food crisis - will be a time for Americans who eat their way through \$200 billion worth of food each year to learn about problems in the food supply and to get involved in solving them. School Food Service programs can participate in National Food Day in many different ways. Here are some ideas:

School project on plate waste both at home and in the lunch program.

Have a lunch featuring foods that are locally grown; for instance, if the local community produces beef, mutton, wheat, etc., feature these foods on a lunch menu.

Feature the School Food Service program with an article in the local paper on how many students participate in the program, what kinds of commodities the lunch program uses in the meals, the nutrition aspects of the Type A meal served. These are just a few ideas that could be featured in an article.

FOOD DISTRIBUTION PROGRAM BRIEFS

INVENTORY REPORT - FEBRUARY 27

The regional office requires us to submit an inventory report. Two forms will be mailed to each school. On *February 27* please take a physical count of all USDA full units of food on hand, include USDA foods stored in rented facilities. (Do not include the food to be used for lunch served on February 27). Submit one completed copy of the inventory to this office.

RECEIPTING FOR USDA FOODS RECEIVED

Always sign in *Ink* the buff-colored copy of the Receipt and Billing form and return it to this office. Acceptance cards must be filled in using a pen to record numbers and signature.

SHORT AND DAMAGED USDA GOODS

If you receive a shipment of USDA food that is short or damaged, be certain that the delivery man makes a notation on the freight bill and leaves you a *signed* copy. Send us *two* good copies or the *original* freight bill so we may file a claim against the carrier.

PERISHABLE FOODS

If you have requested perishable foods be shipped to a locker plant or store, please check with them before reporting shortages. If you have reported a food shortage and later receive the food, verify this to us by *letter*.

SHIPPING PERIODS

Allocated foods will be shipped to Helena as follows:

ALL-PURPOSE FLOUR - first half of February

MARGARINE - During February

BEEF, CANNED - last Half of February

GREEN BEANS, CANNED AND FROZEN - February through March 10

APRICOTS, PEACHES, PEARS AND APPLESAUCE, CANNED - February 9 through March 15

BEEF, FROZEN GROUND - week of February 29

CHICKEN, FROZEN CUT-UP - one shipment in March and two in April

USDA PLANNED FOOD PURCHASES

ORANGE JUICE, FROZEN - for February 17 through March delivery

CORN, CANNED AND FROZEN - for March delivery

PEANUT GRANULES

Do include the USDA foods in your menus as soon as possible after your program receives the shipment. Do not save these foods and incur the problems and expenses of summer storage.

USDA frozen beef patties are packed 180 patties in each 30 pound box, six patties per pound. The frozen French fried potatoes purchased will provide 5.16 half cup heated servings per pound instead of 7.36 one half cup serving listed on previous instructions. A one half cup serving (heated) requires about 11 pieces, 3 inches long.

AVERAGE MONTANA REPLACEMENT VALUE OF USDA DONATED FOODS ALLOCATED TO SCHOOL FOOD SERVICE PROGRAMS DURING THE 1975-76 SCHOOL TERM:

<i>USDA Food</i>	<i>Value per Unit</i>	<i>USDA Food</i>	<i>Value per Unit</i>
Canned Applesauce	\$12.55 case	All-Purpose Flour	\$ 7.52 baler
Canned Green Beans	8.84 case	Dry Milk	55.18 bag
Frozen Green Beans	9.52 case	Peanut Oil	27.03 case
Dry Pinto Beans	7.20 bag	Frozen Orange Juice	16.74 case
Frozen Ground Beef	41.11 case	Canned Peaches	12.82 case
Frozen Ground Beef Patties	23.40 case	Canned Peas	12.63 case
Cd. Beef with Nat'l. Juices	53.60 case	Frozen Peas	8.12 case
Butter (32 lbs.)	35.20 case	Canned Pears	13.50 case
Butter (36 lbs.)	39.60 case	Peanut Butter	27.02 case
Nat'l. Cheddar Cheese	61.40 box	Dried Pitted Prunes	14.65 box
Process Cheese	41.85 case	Fz. French Fried Potatoes	8.63 case
Canned Boned Chicken	53.10 case	Shortening	19.00 case
Fz. Cut-up Chicken	19.50 case	Canned Sweet Potatoes	15.20 case
Cd. Cranberry Sauce	14.90 case	Canned Tomatoes	10.51 case
Canned Whole Kernel Corn	12.19 case	Canned Tomato Paste	18.08 case
Frozen W. K. Corn	11.52 case	Frozen Turkey (72¢ lb.)	27.78 box (average)

COOKS CORNER

The March-April 1975 School Food Service newsletter, Cooks Corner section listed a recipe idea for quick and easy pizza. This recipe should include a slice of cheese placed on the slice of bread.

Tomato Catsup
(Yield: 2 gal.)

Ingredients

- 1 No. 10 can Tomato Paste
- 1 pt. Vinegar
- 1 qt. Sugar
- 2 T Celery Salt &
- 1 T Table Salt
- or
- 1 c Celery, chopped fine &
- 2 T Table Salt
- 2 T Apple Pie Spice
- or
- 1 T Each of Cinnamon & Allspice
- ½ lb. Chopped Onions

Directions

- 1. Combine all ingredients in stock pot and simmer for one hour.
- 2. Pour through colander to remove onions and celery.
- 3. Store in jars in a cool place.

Mayonnaise
(with a cornstarch base)

Ingredients

- 2 c Cornstarch
- 7 c Water
- 7 Eggs
- 1 c Sugar
- 3 T Salt
- 1 t Paprika
- 2 c Vinegar
- 5 c Peanut Oil

Directions

- 1. Cook cornstarch and water until thick and clear.
- 2. In large mixing bowl, combine eggs, sugar, salt, paprika, vinegar and peanut oil.
- 3. Add hot cornstarch mixture to above and mix thoroughly.

This recipe makes a smooth, creamy mayonnaise that won't separate. With peanut oil as a commodity, this "made-from-scratch," inexpensive mayonnaise should help your budget and allow you to put more salads on your lunch menus.

Submitted by: Mrs. Alma Evanson
Manager
School Food Service Program
Poplar Schools

Havre: Mrs. Maxine Catt

Tuna boats - Tuna salad (eggs, relish, mayonnaise)

Split bun, fill with salad, grated cheese. Place on sheet pan and put in oven to heat through and cheese melts.

For home use these could be wrapped in foil and heated.

Another idea from Maxine is 8 oz. paper portion cups are used for serving soup and 5½ oz. paper portion cups for fruit jello.

Westby: Mrs. Gladys Worksburger

Pea Salad - Drain peas, add grated cheese, chopped celery and onions.

Moisten with salad dressing. Mrs. Worksburger adds vinegar and sugar to salad dressing so it has a real "tangy" flavor. Students like this salad.

Poplar: Mrs. Alma Evenson

If you have a recipe calling for sour milk and are out, "make your own." At least that is what Mrs. Evenson says. She uses 4 cups dry milk, 4 quarts water, 1/2 cup vinegar; mix thoroughly until dry milk is dissolved; let set overnight. Presto, sour milk the next morning.

The morning we reviewed the new breakfast program at Poplar, the menu included hard cooked eggs. They were peeled and served in 1 ounce portion cups. They can be topped with salt and pepper and eaten from the portion cup, no spoon, no dishes to wash and the kids love'em. The eggs are cooked the night before, peeled and served cold. This could be an idea for lunch, also, that is, if the price of eggs is right.

Also from Mrs. Evenson, for a smooth gravy use 1 pound of cornstarch with 15 pounds flour. This sounds like it will make a lot of gravy and it does but Poplar has a large school food service program.

Philipsburg: Mrs. Shirley Finn, Manager/Cook

A quick and easy luncheon dish is "Pasty Pie." Use the usual Pasty Pie recipe for mixing meat, potatoes and onions. Instead of individual pasties, line sheet pan with pie crust, put in meat filling, top with crust. Bake and serve with catsup or gravy.

East Helena: Mrs. Peggy Jean, Manager/Cook

A quick and easy idea when you have a "bowl problem," Chili Fritos. Thicken chili, serve on Fritos, top with chopped lettuce and grated cheese.

Darby: Mrs. Virginia Wilkerson

Mrs. Wilkerson always sets up a "seconds table" during lunch service. On the day of the visit leftover mashed potatoes, beef'n gravy, along with bread and butter or peanut butter were served to the students.

ONE CAN ALWAYS LEARN SOMETHING NEW

If you are in need of a new knife, whether it's a paring knife, a chef's knife or what, we suggest you read the article entitled "Kitchen Knives" in the October 1975 issue of *Consumer Reports*. You may not take this magazine personally but your school or public library does. The article discusses four knives - the chef's knife, slicing knife, utility knife and paring knife. The advantages and disadvantages of different kinds of metals and wood versus plastic handles are discussed. The information is practical and brand names and prices are listed.

BICENTENNIAL MENUS DEFINITIONS

Have you wondered what some of the words, expressions, etc. meant in the Bicentennial menus listed on pages three and four in your September School Food Service Newsletter?

Listed below are the definitions of some of the words we looked up.

- Massasoit - North American Indian leader who negotiated peace treaty with Pilgrim fathers, 1621
- Bog - Where cranberries grow, marsh like
- Cauldron - Large iron kettle on tripod over open fire place
- Puption - Turnover or dumpling
- Cajun - In Louisiana a person reputed to be of Acadian French descent (black and white)
- Crinoline - Starched slip for under skirt for hoops
- Kauai, Lanai, Maui - Islands
- Ambrosia - Fruit mixture
- Kuchen - A variety German cake, sweet yeast dough rolled thin, covered with coating of sugar and spices and baked.

NUTRITION LABELING OF FOODS

The label pictured here is copied from a sack of frozen onions.

NUTRITION INFORMATION	
SERVING SIZE: 4 OZ.	
SERVING PER PACKAGE: 5	
	PER SERVING.
CALORIES.....	40
PROTEIN.....	1 G.
CARBOHYDRATE.....	9 G.
FAT.....	0
PERCENTAGES OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)	
VITAMIN C.....	20%
THIAMINE.....	2%
CALCIUM.....	4%
CONTAINS LESS THAN 2% OF THE U.S. RDA OF PROTEIN, VITAMIN A, RIBOFLAVIN, NIACIN AND IRON.	

INGREDIENT: SMALL WHOLE ONIONS. 567 G.

It is recommended our diets include foods which will provide 45 milligrams of vitamin C a day. A four ounce serving of these onions will provide 9 milligrams. Note the vitamin C content of the onions.

Do you read the labels on the cans, boxes, sacks, etc. of the foods you serve in your food service programs?

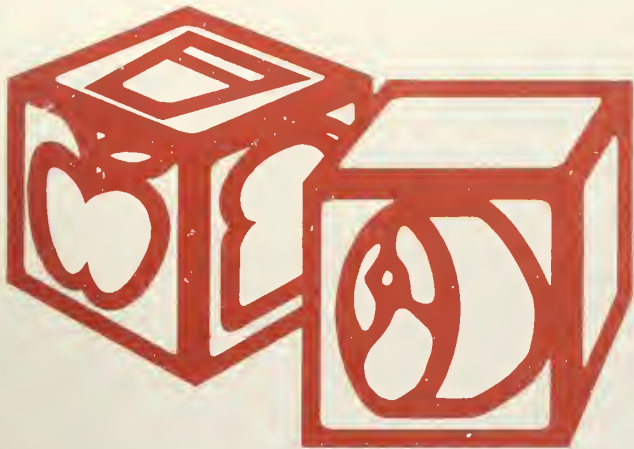
FOR SALE:

Mr. Dick Helmberger, Manager, School Food Services, Box 1264, Helena, phone 442-8822, has an overstock of the following items.

Lasco Cheese Sauce Mix	28 cans	4 pounds each
Bernard Tuna Salad Spread	226 cans	3 pounds each
Parsley flakes	1 case	
Solo Souffle Cups ½ ounce each	10 cases	5000 to a case

FOR SALE:

Divided plates, tan in color. Contact Ashland School, Ashland, MT 59003, Phone 784-2568.



JANUARY 1976

TYPE A TOPICS

CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE

TYPE A "BRUNCH"

In past issues, Type A Topics has provided suggestions on ways to improve participation and create additional interest in the Type A lunch program.

For a change of pace, especially if lunch is served early in your school, perhaps a brunch menu would be a welcome change. This could bring new customers to your cafeteria and add a new interest to those already participating in the program. Brunch could be served once a week or month, or daily, if it's practical.

If space is available, a brunch buffet may be something to consider. Here, students can choose from two or more pre-portioned items from each meal component and "help themselves." When setting up the brunch line, be sure component choices (especially for the fruits and juices) are nutritionally comparable.

For convenience, use this form of the Type A pattern:

	Meat/Meat Alternate (3 oz)	
Fruit/Vegetable (1/2 c)		Juice (1/2 c)
Bread (1-3 servings)		Butter/Fortified Margarine (1-2 tsp)
	Milk (1/2 pint)	

This pattern reflects increased portion sizes recommended for boys and girls in secondary schools. However, you may also wish to try this idea with elementary school children. Younger children may find it unusual to be served this type of food at lunchtime. Therefore, it is a good idea to emphasize in nutrition education programs that traditional breakfast foods can be eaten at other times of the day as well.

The next page lists several brunch menu ideas as well as some brunch foods by component category.

SOME BRUNCH MENU IDEAS

Grape Juice (1/2 c)
 French Toast with Butter & Syrup
 (2 slices bread, 2 tsp butter)
 Baked Luncheon Meat (3 oz)
 Grapefruit & Orange Sections (1/2 c)
 Chilled Milk (1/2 pint)

Tomato Juice (1/2 c)
 Beef 'n Eggs
 (1-1/2 oz beef patty, 1 egg, scrambled)
 Hash Brown Potatoes (1/2 c)
 Buttered Whole Wheat Toast with Jelly
 (2 slices bread, 2 tsp butter)
 Chilled Milk (1/2 pint)

Grapefruit Juice (1/2 c)
 Baked Scrambled Eggs & Cheese
 (1-1/2 servings D-14a*)
 Plump Purple Plums (1/2 c)
 Blueberry Muffins (2 servings B-10a*)
 Butter (2 tsp) Chilled Milk (1/2 pint)

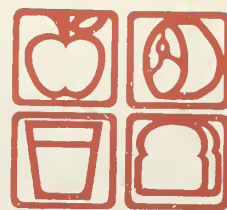
Orange Juice (1/2 c)
 "Pigs in a Blanket"
 (3 oz of link sausages wrapped in 3 pan-
 cakes with 2 tsp butter & syrup)
 Stewed Prunes (1/2 c)
 Chilled Milk (1/2 pint)

NOTE: Quantities reflect increased portion sizes recommended for secondary school students.

SOME TYPE A BRUNCH FOODS

<u>Meat/Meat Alternate</u>		<u>Fruit/Vegetable</u>	<u>Bread</u>
<u>Meat/Poultry/Fish</u>	<u>Eggs</u>	apples	toast
sausage	scrambled*	applesauce	muffins
ham	& cheese*	apricots	bagels
baked luncheon meat	& dried beef*	bananas	biscuits
Vienna sausage	& ham	berries	rolls
Canadian bacon	hard cooked	carrots/celery	cornbread*
creamed dried beef*	soft cooked	fruit cocktail	popovers
& eggs*	poached	dried fruits	pancakes
creamed chicken, tuna,	omelet	grapes	waffles
turkey	plain	melons	spoonbread
ground beef patties*	western	grapefruit	
hash	cheese	oranges	
fish cakes	Spanish	pineapple	<u>Other Foods</u>
codfish balls	Chinese	peaches	(as desired)
	potato	pears	ready-to-eat
<u>Cheese</u>	creamed	plums	cereals
chunks	deviled	prunes	hot cereals
cottage cheese	scalloped	potatoes	syrup/honey
souffle			jams/jellies
cheese-vegetable rarebit*		<u>Juice</u>	molasses
corngrits-cheese		orange	cream cheese
casserole*		tomato	coffee
		grapefruit	doughnuts
		apple	Danish pastry
		grape	
		pineapple	

For The Administrator



JANUARY 1976

THE FOOD AND NUTRITION INFORMATION CENTER (FNIC)

The Food and Nutrition Information and Educational Materials Center (FNIC) was established by the Food and Nutrition Service (FNS) and the National Agricultural Library (NAL) cooperatively to serve as a central repository of instructional materials particularly relating to: (1) training and instruction of school food service personnel; (2) operational management of volume feeding services, as carried out under authority of the child nutrition programs; and (3) nutrition education, management and training, and research pertinent to the child nutrition programs. The services of FNIC are primarily designed and intended for these audiences:

- * Local school food service supervisors, managers, workers, and other persons directly associated with the operation of child nutrition programs;
- * State school food service directors and their staffs;
- * Food and Nutrition Service child nutrition program personnel;
- * Faculty and staff from educational institutions directly involved in courses relating to food service for child nutrition programs, and students enrolled in such courses who are presently working or likely to work in child nutrition.

The FNIC collection consists of print and audiovisual materials that may be used to teach nutrition to students participating in child nutrition programs. Teachers on your staff may wish to work with school food service managers in nutrition education. A team approach to classroom and lunchroom nutrition education can be very effective. Your school food service personnel can obtain instructional materials for nutrition education from FNIC.

HOW TO REACH FNIC:

Street Address: 10301 Baltimore Boulevard
Beltsville, Maryland 20705

Mail Address: The Food and Nutrition Information and Educational
Materials Center
National Agricultural Library, Room 304
Beltsville, Maryland 20705

Telephone: (301) 344-3719 (24-hour telephone monitor)
Office Hours: 8:00 - 4:30, Monday - Friday

RESOURCE BOOKS FOR PERSONS TEACHING NUTRITION

1. Bogert, L. Jean, G. M. Briggs, and D. H. Calloway. NUTRITION AND PHYSICAL FITNESS, 1973. W. B. Saunders Co., Philadelphia, Pa.
2. Deutsch, Ronald M. THE FAMILY GUIDE TO BETTER HEALTH. 1971. Creative Home Library, Des Moines, Iowa.
3. Gifft, Helen H., M. B. Washbon, and G. G. Harrison. NUTRITION BEHAVIOR AND CHANGE, 1972. Prentice-Hall, Inc., Englewood, N. J.
4. Lowenberg, Miriam N., E. N. Todhunter, E. D. Wilson, J. R. Savage, and J. L. Lubawski. FOOD AND MAN, 1974. John Wiley and Sons, New York, N.Y.

SOURCES OF FREE/INEXPENSIVE NUTRITION EDUCATION MATERIALS

- | | |
|---|--|
| 1. Blue Goose, Inc.
P.O. Box 46
Fullerton, California 92632 | 7. American Dental Association
Order Section
211 East Chicago Avenue
Chicago, Illinois 60611 |
| 2. Cereal Institute, Inc.
Education Department
135 S. LaSalle Street
Chicago, Illinois 60603 | 8. American Dietetic Association
430 North Michigan Avenue
Chicago, Illinois 60611 |
| 3. Grocery Manufacturers of
America, Inc.
1425 K Street, N.W., Suite 900
Washington, D.C. 20005 | 9. American Medical Association
Department of Food and Nutrition
Service
535 North Dearborn Street
Chicago, Illinois 60610 |
| 4. National Dairy Council
Nutrition Education Division
111 North Canal Street
Chicago, Illinois 60606 | 10. American Public Health Association
1015 18th Street, N.W.
Washington, D.C. 20036 |
| 5. National Live Stock and Meat Board
Nutrition Research Department
36 South Wabash Avenue, Room 700
Chicago, Illinois 60603 | 11. Society for Nutrition Education
2140 Shattuck Avenue, Suite 110
Berkeley, California 94704 |
| 6. Sunkist Growers, Inc.
Consumer Service
P.O. Box 7888, Valley Annex
Van Nuys, California 91409 | |

ENERGY IDEAS THAT WORK

Many ideas are now being tried by food service operators throughout the industry that have worked to save energy and money on energy bills. In private industry, energy savings mean more profits. In school food service, energy savings mean lowering meal costs.

Several well-known private companies have saved energy in many ways. Here are just two of their methods:

- Two noted cafeterias are having their restaurants designed so that the cold water line running to the hot water heater passes through the exhaust duct. This preheats the water with heat being exhausted from the cooking equipment.
- A large fast-food restaurant chain saved over \$100,000 on their air conditioning bills by turning up the thermostats in the day, shutting off the system at night, and cleaning the ducts, coils, and filters every 3 months.

Over a number of months (May '74, May '75, Oct. '75 and Nov. '75), Type A Topics has presented ideas that can save energy during meal preparation. Several of these ideas covered refrigeration and steam equipment. Here are additional ideas in these areas:

Refrigeration

- * Close door immediately after items have been removed from refrigerator.
- * Keep all door gaskets and seals in good condition.
- * Do not store products in a manner that would restrict air circulation from the blower.
- * Schedule the use of walk-in refrigeration to minimize the number of door openings.
- * Turn off lights in walk-in coolers when leaving.
- * Consolidate refrigeration and freezer space where possible and turn off unused refrigerators and freezers.
- * Defrost refrigerators and freezers frequently. Do not allow ice to build up more than 1/8 inch.

Steam equipment and water heaters

- * Turn control down on steam jacketed kettles when the cooking cycle is completed. Kettle can be used to hold hot food.
- * Cook food with cover in a steam jacketed kettle.
- * Keep door gaskets clean on steamers.
- * Use hot water only when necessary.
- * Turn hot water heater down daily to 75° F on closing the kitchen and to 140° F on opening it.
- * Drain and service hot water heaters once every 6 months.
- * Shut off electric booster heaters on dishwashers after last washing cycle.
- * Keep heater coils free of lime accumulations.

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color or national origin.



LIBERTY BELL

Benjamin Franklin Turkey, Gravy

Bunker Hill Potatoes

Thomas Jefferson Salad

Liberty Bell Roll, Butter

Independence Surprise

Declaration Drink



FEBRUARY 1976

TYPE A TOPICS

CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE

IDEAS THAT WORK

School food service is changing! Innovative ideas to meet the needs and serve the interests of students are being tried out by many school food service managers across the Nation. The result? Managers are finding they have better participation, less food waste and greater student interest in their school food service programs. We would like to share with you some of these ideas. Most of them are being used by schools serving high school students, but they can be altered to appeal to younger students as well. Perhaps you would like to try some of these in your school, too.

Try "Super" Type A lunches with extra large portions for a slightly higher price (children eligible for free and reduced price meals must be able to take the super meal if they choose).

Work with a student steering committee to set up goals for the food service program.

With the aid of student advisors, set up a sidewalk cafe decorated by students where Type A sack lunches are served.

Conduct a nutrition awareness meeting for parents through the PTA. Then do a similar presentation with teachers.

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color or national origin.

If you have two serving lines, identify each line by one of your school colors.

Involve interested "Home Ec" students with cafeteria staff in learning about quantity cookery.

Get an article on your lunch program printed in the PTA newsletter.

Train lunchroom personnel in special techniques for feeding the student "on the go".

Sell a combination breakfast and lunch ticket.

Invite parents to lunch.

Have your food service staff serve in football or basketball outfits when a big game is coming up and maybe even enlist some student servers.

Recognize athletic teams and school clubs with menus and foods.

Have a manager's meeting with both your principal and faculty to explain the program and enlist their support.

Lower the price of the Type A lunch (sometimes increases in participation make this possible; result--more participation!)

Wear uniforms or aprons in the official school colors.

Try a food serving class for high school credit patterned after a school lunch workshop.

Work with your homemaking classes to do a nutrition-food habit study (and don't forget bachelor survival).

Announce lunch over the intercom system once a week with a satirical skit prepared by students.

Have student "taste-test" sessions on foods to be purchased for the school lunch program. Give students a voice in choosing the best tasting foods.

Compare a la carte item costs to different Type A lunch menus.

Switch your a la carte line to Type A only using a color code system for Type A components.

Begin a salad Type A by starting small--make a few salads and put them where your customers don't have to wait in line.

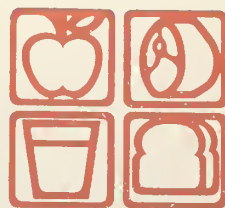
Get into ecology. Sponsor a "clean plate" day.

Start a "grab bag" lunch with each sack item individually wrapped. This allows the student to choose what's in "his bag".

Do a student poll of those not participating to find out why.

Install a student suggestion box.

For The Administrator



FEBRUARY 1976

PUBLIC LAW 94-105 ADMINISTRATIVE GUIDANCE

School food service is changing! Public Law 94-105, enacted on October 7, 1975, makes several changes in the operation of local school food service programs. The following information highlights major changes pertaining to the administration of free and reduced price meal policies:

- A. Service of reduced price meals is mandated. It was the intent of Congress in making this provision to extend the benefits of the programs to additional children. This provision affects schools which are not currently offering reduced price meals. Such schools should be aware that it will be necessary to develop a method of collecting money for meal service which protects against overtly identifying reduced price meal recipients (as well as free meal recipients).
- B. The law requires that reduced price meals shall be made available to children from families whose income meets the following criteria: It is higher than the income guidelines prescribed by the State for free meals; and it is at or below 195 percent of the Secretary's Income Poverty Guidelines. This provision allows more children to qualify for reduced price meals.
- C. Eligibility is established for free or reduced price meals and free milk to children of unemployed parents or guardians whose total family income falls within local eligibility criteria. This provision clarifies the existing policy. Current regulations allow a family to reapply if its income or family size changes at any time during the school year. To emphasize this, the proposed amendment requires that letters to parents and the public release shall include a statement to the following effect: Children whose parents or guardians become unemployed are eligible for free or reduced price meals or free milk, provided that the family income, during the period of unemployment, falls within eligibility criteria. In addition, the amendment requires the School Food Authority to issue the public release to the local employment office and to any major employers in the area who are contemplating large layoffs.

- D. School officials may seek verification of the information contained on a family's application form, if they have reason to believe the information on the application is false or incorrect. Again, this provision clarifies present policy. School officials have the authority to verify the information on the application after an initial determination of eligibility has been made solely on the basis of the information contained on the application. If, after the verification, they still believe that information is false, school officials may challenge the continued eligibility of a family's children for free or reduced price meals or free milk through the informal conference and fair hearing procedures.

Your School Food Authority, State educational agency or FNS Regional Office will probably be contacting you in the near future, if they have not already done so, to provide further, more specific, details on implementation of these and other changes resulting from Public Law 94-105.

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Schools Can Help Meet the Need for a Summer Nutrition Program

While the learning process is continuous all year-round, the school lunch and breakfast programs end when schools are closed for the summer months. The need for a summer nutrition program is especially serious for children from low-income areas. These are the children the Summer Food Service Program for Children is designed to help. For more information on this program, please see page 3.

SUMMER FOOD PROGRAM FOR CHILDREN

Schools Can Sponsor the Summer Food Program for Children

Schools can help provide good nutrition for needy children through participation in the Summer Food Service Program for Children. Under the stipulations of the new legislation (P.L. 94-105), the program is open to public or private nonprofit nonresidential institutions and residential summer camps that develop a summer food program similar to the school lunch and school breakfast programs. In this program, all meals are served free. Reimbursement is paid toward the operating costs of the program and administrative costs related to planning, organizing, and supervising the program.

Local school systems are particularly effective program sponsors because of their experience with related food service programs during the school year.

Is Your School Eligible to Sponsor a Summer Program?

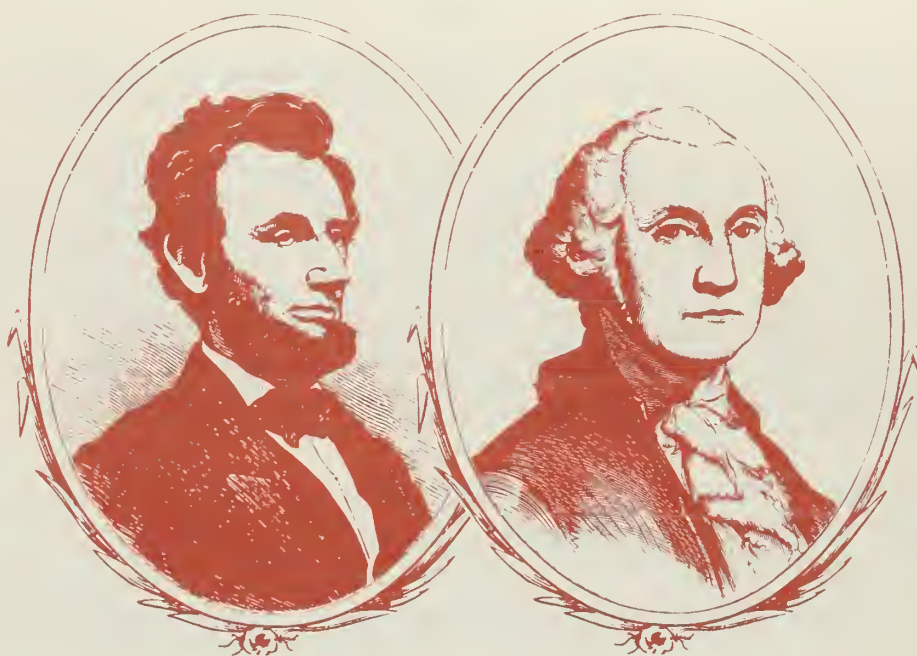
In order to evaluate your school's eligibility to participate, you may wish to analyze its free and reduced-price meal applications to determine your community's need. Are at least one-third of the children in your school eligible for free and reduced-price lunches during the school year? Does your school serve an area with many low-income families? If so, your school may be eligible to sponsor a summer food program. At the same time, you can bring revenue into the school system, providing year-round employment of trained school personnel (who otherwise might not have summer employment). You will also utilize school facilities to the fullest.

Or Be A Vendor

While many school districts cannot maintain all their facilities during the summer, quite a few are willing to use the food service facilities. Schools that cannot undertake the administrative responsibilities that sponsorship of a summer food service requires can still help by providing vendor service to local sponsors of summer programs. As a vendor, the school is responsible for food preparation which meets specific nutritional requirements.

Ask Now!

If you are interested in sponsoring or providing vendor service for the Summer Food Service Program for Children, you may wish to coordinate your efforts with your school district office. School district offices can contact the State educational agency for further information on the program and on how and where to apply. Private schools can learn more about the program by contacting the State educational agency or Regional Office that has responsibility for the administration of the program in their State.



PRESIDENTS' TABLE

Chicken Mt. Vernon

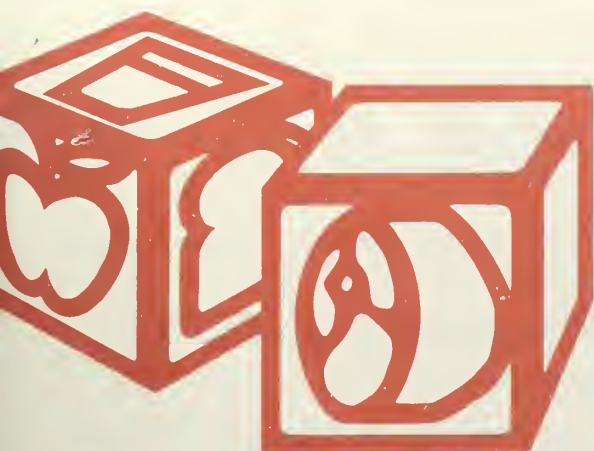
Martha's Mashed Potatoes

Salad Monticello

Lincoln Log

Dolly's Fruit Pudding

Madison's Milk



MARCH 1976

TYPE A TOPICS

CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE

STUDENT INVOLVEMENT

"I've found that student involvement may be a key to increasing participation in our lunch program. I just couldn't have done half of this without the kids." Manager after manager feels this way.

Student involvement. It may, indeed, be a key--but just how do we get a hold on it?

One way is to capitalize on students' wanting to have a voice in matters that concern them and to be treated as individuals with valuable ideas and opinions of their own.

Because the cafeteria touches students' lives every day, it's important that you hear their opinions on it. Asking just what kind of foods people like to eat and what improvements they can suggest has proved to be profitable for business. It should be doubly so for school food service.

Perhaps you have used the student questionnaire, which appeared in the November issue of Type A Topics, to determine student interests and ideas. This is one step you can take to open the channels of communication between you and your customers. A student committee on the food service program can help hold these channels open and provide ongoing feedback to you on the acceptability of new ideas that you try. Also, such a committee can help you communicate your interests and concerns to students.

IMPROVING COMMUNICATIONS

There are many ways a student advisory committee can improve communication between students and cafeteria managers. These are just a few:

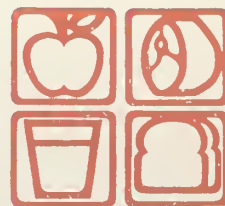
- * Survey students to test their nutrition awareness and attitudes toward school lunches.
- * Design and plan a nutrition awareness campaign in cooperation with the cafeteria manager, school administrator, and instructors.
- * Encourage student tours of the cafeteria.
- * Develop a checklist to determine what foods students prefer.
- * Assist in menu planning.
- * Taste-test new foods.
- * Help plan and promote special food days designed to increase student participation and increase student awareness of good nutrition.
- * Publicize the activities of the committee through the school newspaper as well as local media to promote school lunches and draw attention to efforts being made to accommodate student needs and interests.
- * Assist in merchandising the Type A meal to attract new customers.

In establishing a student committee, remember to:

- * Appeal to students' sense of responsibility.
- * Help students recognize that membership on the committee is an honor and a privilege.
- * Adopt procedures that will result in a membership that is truly representative of the student body and will include student leaders with whom the majority of the students can identify.

A pleased customer is the best promoter of school food service.

For The Administrator



MARCH 1976

THE SUMMER FOOD SERVICE PROGRAM FOR CHILDREN: MAKING THE MOST OF YOUR SCHOOL FOOD SERVICE FACILITIES

In last month's Type A Topics, we introduced the Summer Food Service Program for Children, which is a program similar to the National School Lunch and School Breakfast Programs. This program is administered locally by a "service institution." Any public or private nonprofit nonresidential institution, including schools, serving an area in which at least a third of the children are eligible for free or reduced price school meals, is eligible to participate as a service institution. Residential summer camps, in which a third of the enrolled children are eligible for free or reduced-price school meals, can also participate. The program is authorized to operate during the months of May through September and at any time for children on long vacations during a continuous school year.

In some instances, a school or school district may have the facilities to prepare and serve meals, but may not have the administrative personnel to plan and operate the Summer Food Service Program for Children. In this event, the school or school district may wish to provide food service and facilities to a local service institution. The State administrative agency or USDA Regional Office that administers the program in your State will be able to give you further information on how to draw up a contract or agreement with a service institution.

PROGRAM SPONSORSHIP

To qualify for the Summer Food Service Program for Children, a school or district must meet the following qualifications. It must:

- * Accept final financial and administrative responsibility for total program operations.
- * Be a public institution or a nonprofit, tax-exempt (according to the Internal Revenue Code of 1954) private institution.
- * Provide a regularly scheduled food service. (Scheduling an organized activity along with the food service is encouraged.)
- * Ensure that one-third of the children in the area served by the school meet State income standards for free and reduced-price school meals.
- * Serve meals that meet USDA nutritional requirements.
- * Maintain adequate supervisory and operational personnel for overall monitoring and management.

FINANCIAL ASSISTANCE

Even before a service institution has been approved and the food program is in operation, you, the school administrator, will want to know that the food program can cover its own expenses. Changes in the law governing the program have completely revised the reimbursement process. Service institutions are eligible to claim all legitimate costs.

Since all meals are served free, there is no need to determine the number of full or reduced price meals, as is done in the National School Lunch Program. The current maximum rates of reimbursement are 75.5 cents for each lunch plus 6 cents for administrative costs; 45 cents for each breakfast and 3 cents for administrative costs; and 19.75 cents for each supplement and 1.5 cents for administrative costs. These rates will be adjusted in March to reflect the most current changes in the Consumer Price Index (CPI). They cover all eligible food program costs, including administrative costs.

If you are interested, plan now to actively participate; or begin to coordinate your own efforts with a local service institution that will administer the Summer Food Service Program for Children. Your appropriate State administrative agency or USDA Regional Office can answer your questions, offer you technical assistance in planning and operating a program, and supply you with the necessary application material. If you are unsure whom to contact, write to the following office:

The Special Feeding Programs Branch
Food and Nutrition Service, USDA
Child Nutrition Programs
500 12th Street, S.W.
Washington, D.C. 20250

We will be happy to provide you with any general program information you may need.

NATIONAL SCHOOL LUNCH 30-YEAR ANNIVERSARY SERVICE AWARDS

As a part of the 30th anniversary celebration of the National School Lunch Program, anyone with 30 years of school food service will be recognized with the "30-year Anniversary Service" award. The award presentation will be a part of the 30th Birthday Celebration program of the American School Food Service Association Convention in Hawaii on August 1, 1976. Locally, "30-year Anniversary Service" awards will be presented at a time and place arranged by your State.

Local, State, and Federal employees working 30 years with, or in support of, the National School Lunch Program are eligible, including those individuals whose service was involved with the distribution of donated food to the school lunch program.

To be eligible, you must have started service in any portion of the 1946-47 school year (the first year of the National School Lunch Program) and continued until any portion of the 1974-75 school year. Any short break of service, less than 1 year, which was excused due to illness, childbirth, or a family emergency, may be disregarded in computing the 30 years of service.

If you are eligible, or know of someone who may be eligible, you may get further information on these awards by contacting your State agency or FNS Regional Office as soon as possible.

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color, or national origin.



MELTING POT

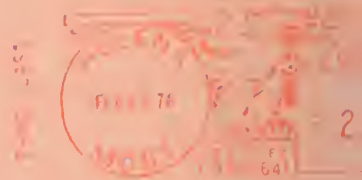
Melting Pot Stew

Dutch Delight Salad

English Crumpets, Butter

Chinese Almond Cookie

Settler's Milk



DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

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SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

16
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June 1975

May-June 1975

FOOD DISTRIBUTION PROGRAM BRIEFS

The following forms have been mailed to schools:

1. Information Sheets for the 1975-76 School Term
2. End-of-the-Year Inventory Report of USDA Donated Foods
3. Food Distribution Receipt and Billing

Please read the instructions on each form, complete and return as indicated. Orange Juice and Canned Beef which have been allocated for delivery this school year will not be shipped because of late arrival. The food will be stored in Helena during the summer and sent to schools at the beginning of the 75-76 school year. Shipments of process and cheddar cheese will be stored during the summer and allocated at the beginning of the next school year. Other shipments to be allocated and shipped early will be shortening and salad oil processed from peanuts.

The Food Distribution Program personnel thank you for your continued cooperation and wish you a happy, carefree summer.

COMING EDUCATIONAL ATTRACTIONS

June 16 through June 20 University of Montana, Missoula, Department of Home Economics

MICROWAVE COOKING—selection, use and care of the microwave oven, including: comparative features, limitations, safety and fuel consumption. Professional cooking demonstrations and student participation labs. Enrollment limited to 20.

August 19 & 20, 1975 C.M. Russell High School, 228 17th Avenue N.W., Great Falls

Your *Montana School Food Service Association* is sponsoring a workshop. The workshop will have a variety of purveyors to show you all the new and interesting items for the lunch programs for 1975-76. Guest Speakers will be National President-Elect, Elsie King, Tucson, Arizona, who will be National President on August 1, 1975 and our Northwest Regional Director, Ruth Dam, Seattle, Washington.

Make plans to attend. There should be something for everyone.

AREA WORKSHOPS

The state School Food Services staff plans to conduct fiscal year 1976 area workshops for school food service managers, cooks and other interested school lunch personnel during October and November. At this time three of the eight sites have been confirmed.

October 4	Deer Lodge — Granville-Stuart Elementary School
October 11	Glasgow — R. L. Irle Elementary School
October 23	Billings — Riverside Junior High School

NATIONAL SCHOOL LUNCH WEEK

October 12 through 18 is National School Lunch Week. Plan to celebrate the whole week and especially on Wednesday, October 15, 1975 by serving the Universal Menu, which is:

Cheeseburger on a Bun

Crispy Potatoes

Fiesta Slaw (cabbage & carrot)

Chilled Peaches

Milk

We have reproduced an order form listing National School Lunch Week materials that are available through the American School Food Service Association of Denver.

COOKS CORNER

Have you considered plate waste to determine if your menus are on target, if the food is acceptable to the students or if the portions are proper?

WANTED:

Vegetable Peeler If you have a vegetable peeler for sale, contact Mr. Thomas Doll, Superintendent, Whitewater Schools, Whitewater, MT 59544, Telephone 674-3411.

A copy of your School Calendar for the 1975-76 School Year Please assist us by sending one. It will be utilized when planning administrative reviews and shipment dates for commodities. Thank you.

FROM: Education U.S.A., March 17, 1975

That brown bag lunch that children take to school is not cheaper than a regular school lunch, in fact, it probably costs 10 cents to 15 cents more on average, according to a 7-state survey conducted by the American School Food Service Assn. The survey compared the price of a typical Type A school lunch with the cost of an identical brown bag meal, asking that the least expensive items be used in each case. The lunch consisted of a bologna sandwich with two ounces of meat and one teaspoon butter, a medium orange, two celery sticks, three carrot sticks, four commercial peanutbutter cookies and a half-pint of milk purchased at the school. The home prepared meal was found to be cheaper in only one state, Arkansas, costing 51 cents, compared with 60 cents for a school lunch. But in other states, like North Carolina and Ohio, the school lunch cost 55 cents while the brown bag meal was 86 cents and 76 cents respectively. In Washington state, the comparison was 50 cents at school and 81 cents at home; in New York state and Minnesota, 45 cents and 74 cents, and in Utah, 45 cents and 56 cents. The survey shows, says ASFSA Exec. Dir. John Perryman, that "it really does pay to buy nutritious school lunches."

COMING

ATTRACTION

"TWO HUMP" CAMEL WITH MONKEY

A "TWO HUMP" CAMEL WITH A MONKEY ON HIS BACK WILL BE ADDED TO THE CIRCUS TRAIN FOR SCHOOL LUNCH WEEK IN 1975.

Did you know that.

- The Bactrian or "two hump" camel may carry loads up to 1000 pounds?
- The humps on a camel's back are composed of fibrous connective tissue and fat?
- The humps do not store water, but the camel may go 3 to 5 days without water if necessary because catabolism of the fat in the humps produces water which is used by their body?
- The camel's sight and smell are excellent. . . . They can detect water from a mile away?
- The camel can drink up to 15 gallons of water at a time?
- Camels usually travel 2 to 4 miles an hour for 6 to 12 hours?
- A good "saddle breed" camel can travel as much as 100 miles in one day?
- The padded soles on their feet afford traction on sand and rock but are useless on muddy ground?
- A camel's feet are flat, broad, leathery pads that prevent the animal from sinking into the desert sand?
- A camel's milk is thick. Desert dwellers sometimes pour it into a leather pouch and let it sour, then make cheese and/or bread made with sour milk and flour?
- A camel has a double row of eyelashes and can close his nostrils completely; thus, he can stand and travel in sandstorms?
- Camel's are expected to live about 25 years?

1975 ORDER FORM

for National School Lunch Week Materials

(Minimum Order is \$4.00)



POSTERS/BANNERS: Camel and friend are the fourth in a five-year series of "You Are What You Eat" posters for promoting National School Lunch Week in 1975. Use poster year around—no date on poster itself. Orders include a banner for each poster stating: "National School Lunch Week, October 12-18, 1975." Hang banner with poster or separately.

Each\$ 1.60
10\$ 5.00
25\$ 9.00
100\$31.00



BALLOONS: Sold out last year and year before, balloons show that our camel is coming and "You Are What You Eat" headline printed in black on assorted colors.

100\$ 2.60
500\$11.75
1000\$21.25



PENCILS: Another sellout last year—get your order in early. Round pencil in different colors with "You Are What You Eat" printed in black

topped by our ever-wise monkey! Put one in the hands of each school child and there will be weeks of carry-over for the NSLW theme into classroom activities. Packed and sold 100 to a box (minimum) for year-around promotion of good nutrition. Great gift item.

100\$ 13.75
500\$ 64.00
1000\$125.00



NOTE PADS: "You Are What You Eat" says our camel and his monkey friend on this colorful note pad. Pads measure 5½" x 8½" with 50 sheets to a pad. Great gift or money raising item.

Each pad\$.75
10\$ 2.70
50\$23.25
100\$45.00



FOLDERS: This year's camel is featured in color on this heavy-weight folder, complete with two inside pockets. Good for public information kits, for mailing information on school lunch, as a money raising item (sell to students to keep study papers

in) or for use by convention or seminar planners. Mark up your own profit and sell to all those interested while you promote "You Are What You Eat" theme.

Each\$.60
10\$ 4.75
50\$16.75
100\$22.00



BIG BUTTONS: Sturdy, round 4-inch, all color buttons are made of corrugated paper with pin on back (can be attached to all sizes of children). All American Lunch is printed around button—mother will know what they eat! Award the clean plate cluber with very own button.

10\$ 3.25
100\$18.50
500\$86.50

CALENDARS: An 18-month Bicentennial calendar featuring 14 menu plans that schools may feature during the Bicentennial year starting July 4, 1975 and going through December 31, 1976. Will promote "You Are What You Eat" theme of school lunch at same time will follow 200 years of America's growth through menus and nutritious food. Add your own profit to cost below and sell as money raising project to PTA members, teachers, students, neighbors and townspeople. Give away to press, politicians, school boards—friend and foe alike! High quality printing and paper—compare with calendars that cost \$5.00 each (and these will be for 18 months, not just 12). Folded calendar measures 11" x 8½"; opens to 11" x 17"

Each\$ 1.20
10\$ 9.50
25\$ 22.50
100\$ 82.50
250\$204.00

OLD FAVORITES:

These items have been continuing favorites during the past four years of "You Are What You Eat" campaign. Each is a good money raising item for chapters or clubs. Add your own profit onto our cost and buy your members' way to convention and/or drapes for the lunchroom!

BEAR BADGES: This big 4" badge can be used for name tags forever. Surface takes felt pen name. Pin one on every teacher or parent in school. Can be worn day in, day out during whole year.

Each\$.75
10\$ 5.00
25\$11.50

TIGER PUZZLES: Tough enough for puzzle buffs, this high quality jigsaw puzzle features first year tiger in "You Are What You Eat" series. Each puzzle packaged in plastic bag. Good gift item; good money raising item.

Each\$ 1.10
25\$15.00
50\$29.00

TIGER NOTE PAPER/ENVELOPES: Informals with colorful tiger and "You Are What You Eat" theme message. Each package has 10 notes and 10 envelopes. Great gift; great money raiser.

Each package\$.70
10 packages\$ 5.50
25 packages\$11.50
50 packages\$21.25

YUMMY RUMMY: Popular rummy card game (a good hand builds a nutritious meal) teaches nutrition to all ages. Good gift; good classroom aid; good money raiser.

Each\$1.50
10 or more, each\$1.15

FUN WITH FOODS COLORING BOOK: Perennial favorite, this fun time booklet discusses food and helps teach nutrition to primary and preschool classes.

Each\$.50
25\$ 5.70
100\$ 16.10
500\$ 67.00
1000\$127.00

ACTIVITY FUN WITH FOODS: Great nutrition education booklet (as is the Coloring Book), this fun-filled book contains puzzles, games, word games for elementary grades two to six.

Each\$.50
25\$ 5.70
100\$ 16.10
500\$ 67.00
1000\$127.00



NEW!

ASFSA INFORMALS: New this spring are informals that carry the ASFSA logo printed in blue. Use for invitations, thank yous, general correspondence. Great money raising item for your group. Order in large quantity and sell to other members at less than the price of one package—and still make money! Packaged in plastic are 20 notes and 20 envelopes.

1 package of 20\$ 2.25
10 packages (\$1.93 each)\$ 19.30
25 packages (\$1.85 each)\$ 46.25
100 packages (\$1.79 each)\$178.60

Mail orders to:

School Lunch Week Department
American School Food Service Association
4101 East Iliff Avenue
Denver, Colorado 80222

MINIMUM ORDER, \$4.00

I enclose my check for \$_____

Circle month preferred for mailing (orders take from three to six weeks for delivery).

MAY JUNE JULY AUGUST SEPTEMBER

All orders mailed after **SEPTEMBER 1st** will be charged for special handling.

No order accepted after **SEPTEMBER 15th**.
MINIMUM ORDER IS \$4.00.

Name of organization_____

Ordered by_____

Give name and address where orders should be shipped:

Do not use your P.O. Box number for large orders.

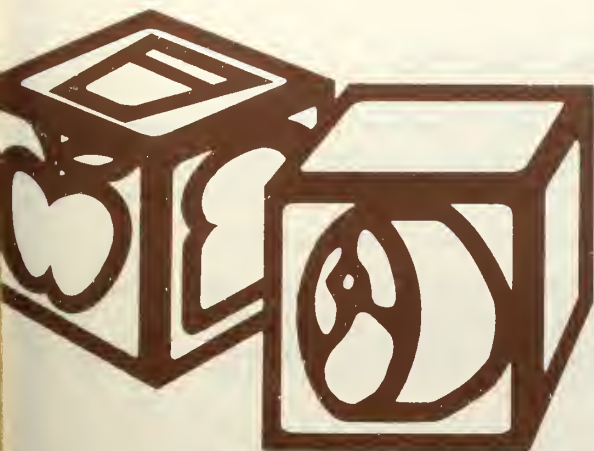
Name_____

Street Address_____

City_____

State_____ Zip_____

QUANTITY	ITEM	COST
	Posters/Banners	
	Balloons	
	Pencils	
	Note Pads	
	Folders	
	Big Buttons	
	Calendars	
	Bear Badges	
	Tiger Puzzles	
	Tiger Notes/Envelopes	
	Yummy Rummy	
	Coloring Book	
	Activity Fun with Foods	
	ASFSA Informals	
(Minimum Order, \$4.00) TOTAL:		



TYPE A TOPICS

CHILD NUTRITION PROGRAMS FOOD AND NUTRITION SERVICE U.S. DEPARTMENT OF AGRICULTURE

SPECIAL ENERGY ISSUE

Well over a year ago, many people believed that the energy shortage would pass quickly and be forgotten. However, the problems of energy remain and are expected to remain for a number of years to come.

As a major user of energy, the food service industry must become aware of the importance of energy conservation. As school food service managers, you must be aware of these facts:

- . Our fossil fuel supply is limited
- . New energy sources will take years to develop
- . Conserving energy reduces the dependence on foreign oil imports
- . Future energy supplies will cost more to produce and purchase

It has been estimated that it is possible to ultimately reduce energy consumption in the food service industry by 20 to 30 percent. But to do this, it will take improved equipment design and a commitment to energy conservation by all food service managers. As managers in an important segment of the food service industry, you should consider making this commitment.

The Department of Agriculture has joined together with the Federal Energy Administration in a plan to encourage school food service managers and administrators to reduce their energy use in preparing meals for students.

Start your energy conservation program today--in May--when you can plan, make changes in the summer, and execute your plan in the fall. You can follow these initial steps to energy conservation:

- . Establish a committee to formulate an energy conservation plan.
- . Direct the execution of the plan to:
 - Have maintenance of equipment and alterations performed this summer.
 - Train employees to conserve energy.

FORM AN ENERGY CONSERVATION COMMITTEE

Forming a committee to develop a plan that will reduce energy consumption in the cafeteria as well as throughout the school is the first step to saving energy. Ideally the committee should consist of the following:

- . Food service manager
- . Principal
- . Business manager
- . Maintenance engineer
- . Students (possibly from your food service advisory committee)
- . Teacher (possibly science or shop teacher)

DEVELOP AN ENERGY PLAN

With the members of the committee, develop a plan that will provide a step-by-step approach to the energy problem.

I. Review and evaluate the current situation:

- Walk through kitchen and dining room areas to see what energy savings can be made.
- Examine doors, windows, and walls for cracks in the insulation and other air leaks.
- Determine from your standard menus the amount of time that cooking equipment needs to be operated.
- Evaluate how much energy the equipment uses.
- Enlist the aid of students through a science class to help analyze energy use patterns and make recommendations for reducing energy consumption.
- If food is transported from building to building, trace the delivery routes on a map. Then evaluate your routes to develop a more efficient delivery system, combining deliveries and eliminating duplication where possible.

11. As a result of your review, prepare energy conservation guidelines which describe how the kitchen and its equipment can be modified this summer, and what changes in the operation need to be made in the fall to reduce energy consumption.

III. Develop a training program on energy conservation for employees.

IV. Implement your energy conservation program this summer.

Correct energy wastes identified in the guidelines and modify the kitchen and equipment to conserve energy.

V. Monitoring Energy Conservation

To determine how well you progress with your energy conservation program, you can develop a monitoring procedure or a "report card" of your progress in conserving energy. If you have a metering of gas, electricity, water, etc., separate from the entire school, your job is easy. Just record your monthly energy costs and consumption for this past school year and compare your energy use next year. If you do not have a separate metering of utilities, work with your business manager to develop a fair estimate of your monthly energy costs and consumption for the past year. Then compare this proportion of the total bills with the monthly bills next year.

ENERGY CONSERVATION TIPS

The summer shutdown period allows schools the time to have proper maintenance performed on equipment and modify and improve existing equipment and the building without interfering with the daily ongoing food service operation. Below are some ideas that you may wish to consider.

EQUIPMENT

Plan for a qualified service representative to:

- Calibrate all thermostats.
- Service all energy-consuming equipment.
- Check fuel-air mixture on all gas burners.
- Check gas pressure to appliances to assure that adequate pressure is available.
- Service all boilers and steam generators.

In addition, you may wish to:

- Replace all faulty door gaskets on all equipment.
- Consider rearranging equipment so that heating equipment is placed away from refrigerator.
- Establish and adhere to strict maintenance schedules on all equipment.
- Replace refrigerator compressor belts that are worn or damaged.
- Turn off refrigeration in the summer, if not used.

- Determine how long it takes to preheat each appliance so that you can post these times and include them in production work schedules for next year's food service operation.

HEATING, VENTILATING, AND AIR CONDITIONING

- Consider installing vestibules at entrance doorways.
- Fresh air makeup units of ventilating system should be designed with a damper so that the damper can be closed when unit is not in operation.
- Provide screens for operable windows.
- Provide storm windows.
- Consider the installation of insulated draperies for the dining room.
- If school is air conditioned, have air conditioner checked for efficiency.
- Consider zoning so that entire building is not heated or air conditioned to satisfy the needs of a single area.

LIGHTING

You may want to request the assistance of a science class or local power company in evaluating lighting output in the kitchen and dining areas. The Federal Energy Agency's lighting guidelines generally call for a light intensity equal to 50 footcandles at desks, 30 footcandles in rooms and work areas, and 10 footcandles in halls and corridors.

- Replace incandescent lighting or old fluorescent lighting with high efficiency fluorescent lights.
- Investigate the feasibility of short-time (twist-on) timers for controlling lights in storerooms and walk-in refrigerators and freezers.
- Install individual electric switches to improve control of lighting.
- Apply light-colored finishes to walls, ceilings, floors, and furnishings.

WATER SYSTEMS

- Consider installing water softening equipment on hot water and steam systems to reduce mineral deposits.

- Drain and service hot water heater--now and every 6 months.
- Replace all washers on leaky faucets.
- Insulate hot water lines.
- Obtain water pressure regulators for hot water line to dishwasher to reduce wasted hot water. Set regulator to the operating pressure required by the machine.
- Consider having the garbage disposal fitted with a solenoid valve that has a time delay to shut off the water a minute or so after the unit is shut off.
- Check calibration of water metering devices for such equipment as steam kettles.

TRANSPORTATION

- If food is transported to other areas, make sure transport vehicles are tuned to good operating condition.

SETTING UP A TRAINING PROGRAM

Before the start of school, finalize your plans for conserving energy in daily operations and your training program for employees.

- Design a comprehensive program to train all food service employees to become "energy conscious."
- When employees return to work in the fall, present the concept of energy conservation, its importance to your operation, and how employees can help.
- Present a list of energy saving tips to all employees.
- Encourage employees to form carpools.
- Post energy saving tips near each piece of equipment as reminders.
- Hold monthly meetings to discuss your energy conservation program. Report energy savings as compared to last year and encourage employees to continue to be aware of energy conserving measures.
- Post results of energy reduction on bulletin board and note positive progress.

ENERGY CONSERVATION IN THE KITCHEN

MENU PLANNING

- Plan menus with the efficient use of energy in mind.
- Consider preparing a cold sandwich or a cold salad plate lunch once a week in warmer weather.

COOKING EQUIPMENT

- Stagger turn-on times for heavy electrical equipment by 30 minutes. Electric companies compute your bills by the total electrical consumption and the maximum demand in any one hour. This will not save energy but it will save money.
- Use a second fry unit, oven, etc., only for peak times.
- Remember to turn off cooking and heating units when they are not needed.

FUTURE EQUIPMENT

- In planning the purchase of new equipment, analyze its energy consumption (as compared with its capacity) as part of your consideration in selection.
- When purchasing convection ovens, consider two standard-sized ovens in lieu of one jumbo-sized, if some oven loads can be accommodated in one standard-sized oven.
- When purchasing reach-in refrigerators, remember half-door models use less energy than full-door models.
- Keep up-to-date on new equipment developments. Industry is working toward more efficient equipment. You should be aware of new, efficient equipment.

In future issues, we will discuss energy conservation measures in the operation of ovens, range tops, fryers, griddles, food warmers, steam equipment, refrigerators, and other food service equipment.

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color, or national origin.

THIRD CLASS



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Superintendent of Public Instruction
Helena, Montana 59601

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Cooperative Extension Service
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New Frontiers . . .

In Nutrition!



Eat the basic 4 foods every day.



Truth, Tales and Teaching Techniques

June 10-11-12, 1975

**UNIVERSITY OF MONTANA
UNIVERSITY CENTER
MISSOULA, MONTANA
59801**

**University of Montana
Department of Home Economics
Missoula, Montana 59801**

Registration: Registration fee of \$15 includes a copy of the program, a banquet on the evening of June 11 and a copy of the Proceedings of the Conference. A registration form is included in this brochure. Please detach and fill it out and forward with your registration fee in the envelope enclosed. Make all checks or M.O. payable to: Evelyn Peterson, Lodge Food Service, University of Montana, Missoula 59801. Deadline for pre-registration is May 15. Registration at the conference will take place between 11 a.m. and 1:30 p.m. on June 10.

Credit: One academic credit is available for attending the conference for those who wish to register with the University. Contact Sara Steensland, Department of Home Economics, University of Montana, Missoula 59801. Continuing education credit will be available for dietitians and nutritionists in the amount of 13 hours.

Credit for Professional Improvement will be available to members of the American Home Economics Association.

Housing: Housing will not be available on campus. Listed below in alphabetical order is a partial listing of Missoula motels and hotels. Reservations should be made directly with the motel or hotel.

*Bel Aire Motel	300 E. Broadway	543-3183
Brownies Deluxe Motel	1540 W. Broadway	543-8122
*Canyon Motel	1015 E. Broadway	543-4069
*City Center Motel	338 E. Broadway	543-3193
Colonial Motel	1410 W. Broadway	549-8188
*Downtown Motel	502 E. Broadway	549-5191
*Executive Motor Inn	201 E. Main	543-7221
*Florence Motor Inn	111 N. Higgins Ave.	543-6631
Holiday Inn	Highway 10 W. & Mullan Rd.	543-7231
*Lodge Motel	620 E. Broadway	549-2387
Parkway Motel	430 W. Front	549-2331
*Ponderosa Lodge	800 E. Broadway	543-3102
Red Lion Motor Inn	700 W. Broadway	728-3300
Royal Motel	338 Washington	542-2184
Stewart Motor Inn	3530 Brooks	728-5050
*Sunrise Motel	701 E. Broadway	549-5119
*Thunderbird Motel	1009 E. Broadway	543-7251
*Trade Winds Motel	744 E. Broadway	549-5134
Travelodge	420 W. Broadway	728-4500
Uptown Motel	329 Woody	549-5141
*Village Motor Inn	100 Madison	728-3100

*Accommodations nearest to University.

PROGRAM HIGH LIGHTS

Purpose: The purpose of this nutrition conference is to provide an opportunity for learning about the teaching of nutrition with the goal of improving daily nutrition practices of individuals.

Audience: Presentations will be particularly geared for people having a responsibility or concern for nutrition education such as:

- Teachers K-12
- School Food Service Personnel
- Extension Personnel
- School or Public Health Nurses

Others interested in the program are welcome to attend. No academic background in nutrition is necessary.

TUESDAY, JUNE 10, 1975

Registration: 11:00 A.M. to 1:30 P.M.



Ronald M. Deutsh, Director,
National Nutrition Exchange
Laguna Beach, California
Author Lecturer and Educator

Author of numerous books and articles (over 300), Ronald Deutsch has become nationally prominent in the field of public health and nutrition. For more than 20 years, he has been a contributor to such national magazines as The Readers Digest, Saturday Evening Post, Redbook, The Ladies' Home Journal and a score of others. In nutrition, he has authored two books which have been both popular best sellers and classroom texts: "The Nuts Among the Berries" (1961) and "The Family Guide to Better Food and Better Health" (1971).

"Nutrition 1-2-3"

EXTRAORDINARY PROGRAM COSTS

Exclusive of board and housing all extraordinary program costs will be underwritten by:

- American Dairy Association of Montana
- Montana Beef Council

WEDNESDAY, JUNE 11, 1975



George V. Mann, M.D.,
Associate Professor of Medicine
Vanderbilt University
Nashville, Tennessee

A prestigious background of scientific journals and publications to his credit, as well as maintaining membership in most of the principal scientific associations in medicine and related areas, eminently qualifies Dr. Mann to examine Cholesteremia and its relationship with diet. Chronologically, Dr. Mann has been involved in an executive position with such diverse nutritional activities as the Framingham Study (1955-58); Studies of Alaskan Eskimo (1958-60); Pigmy Study (1960); Masai Studies, Tanzania (1962-74). Currently Dr. Mann is also serving as Associate Professor of Biochemistry at Vanderbilt.

"Cholesteremia"



Nancy R. West, Past President
Nutrition Council of Arizona
Phoenix, Arizona
Educator in the Field of Nutrition

Mrs. West has participated for some years in various workshops and seminars throughout the country, as well as being a participant (1969) in the "White House Conference on Foods, Nutrition and Health". She has also served in Arizona, as a driving force in uniting the nutritionally oriented professionals into one cohesive unit, the "Nutrition Council of Arizona." Aside from numerous other awards, Mrs. West was cited for her expertise in the field of nutrition, becoming a recipient (1969) and named to "Personalities of the West and Mid-West".

"Behavioral Objectives-Goals in Nutrition Education"



Myron Winick, M.D., Director,
Institute of Human Nutrition
Columbia University College
of Physicians and Surgeons
New York, New York

Dr. Winick's current position at Columbia University and his former position as Professor of Pediatrics and Nutrition at Cornell University Medical College, are only indicative of a very distinguished career. Recipient of the E. Mead Johnson Award in Pediatric Research (1970), contributor to a number of scientific publications, author of over 80 scientific articles, editor of a series of books entitled "Current Concepts in Nutrition", only serves additional notice of his innumerable scientific accomplishments. His expertise in the field of malnutrition and brain development has world wide recognition.

"The Vital Effect of Nutrition on the Development and Growth of Children"

THURSDAY, JUNE 12, 1975



Philip A. Lofgren, Ph.D.,
Assistant Director of Nutrition
Research
National Dairy Council
Chicago, Illinois

Extensive research activities at Cornell University, culminated for Dr. Lofgren with his Ph.D. in Nutrition. From Cornell, he expanded his research in post-doctorate work at the University of California, Berkeley. Much of his time was spent at the Western Regional Research Laboratory-ARS-USDA in Albany, California. Currently, Dr. Lofgren's primary responsibility with the National Dairy Council, is to assist with the Grant-in-Aid Program which supports research activities on nutritional problems to various Colleges and Universities, which are relevant to needs of the dairy industry.

"Nutrition Labeling"

U.S. FOOD AND DRUG ADMINISTRATION FILM
"Read the Label—Set a Better Table"
Starring—Dick VanDyke

CLOSURE: 1. Evaluation of Workshop.
2. Distribution of Educational Resource Materials

SPONSORS

The State Department of Public Instruction, the Cooperative Extension Service of Montana State University and the University of Montana, in cooperation with American Dairy Association of Montana, the Montana Beef Council and other cooperating organizations and agencies.

50
— Pre-Registration Deadline May 16, 1975 —
(Please Print or Type)

NAME	ADDRESS	(Street or Box #)	City	State	(Zip)
TELEPHONE	(Residence)				
(School-Business-Other)					
Area of Interest: (Please Check One)					
Teacher _____ School Food Service _____ Other (please specify below) _____					
Extension _____ School or Public Health Nurse _____					
Enclosed is the \$15 registration fee: _____ Check _____ Money Order _____					

Note: Please make all checks payable to Evelyn Peterson, Lodge Food Service, University of Montana, and forward in the envelope enclosed.

er - Apr 1975



DOCUMENT

SCHOOL FOOD SERVICES newsletter

MONT. STATE UNIV

APR 28 1975

LIBRARY, BOZEMAN

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

March - April 1975

FOOD DISTRIBUTION PROGRAM BRIEFS

USDA Donated Food Usage:

USDA donated foods are intended for use by school food programs during the year in which they are allocated. When planning menus make certain donated foods are utilized as often as possible. Some donated foods may be received too late in the year to be used effectively. Any foods that are carried through summer must be adequately protected against theft or spoilage.

Butter Storage:

When storing butter, it should be wrapped to prevent absorption of odors and to protect it against exposure to light and air, which hasten rancidity. If possible, store butter in the original shipping containers. If stored for more than a two week period, butter should be kept at 0 degrees F and below.

Cheese Storage:

Process cheese, through modern food technology, can withstand a reasonable range of temperatures in storage with relatively moderate humidity conditions. Understanding safe storage limits of process cheese helps prolong shelf life. At 70° F. process cheese begins to oil off and at 90° F. it will melt. The product should never be frozen. At 40° F. the approximate storage life is 12 months. At 70° F. the approximate storage life is three months. Favorable storage temperatures are between 45° F. and 55° F.

A gradual increase of the temperature above 70° F. causes the first stage of lowering the quality. As the temperature goes up, product life will have a tendency to reduce in proportion to the extended period of storage. Although holding process cheese above 70° F. is not recommended, some lowering of product quality such as darkening of color would not necessarily mean that the product was unsafe or unusable. During handling, storage and delivery, the temperature should not be allowed to rise above 75° F.

The optimum storage process cheese temperature is 35° to 45° F. which will provide a storage life of about 10 to 12 months. In some instances facilities are not available for optimum temperature. The following table shows the effects of temperatures on storage life of process cheese.

<u>Storage Conditions</u>	<u>Storage Temperature</u>	<u>Storage Life</u>
Optimum	35° — 45° F.	10 — 12 Months
Favorable	45° — 55° F.	6 — 10 Months
Acceptable	55° — 65° F.	3 — 6 Months
Fair	65° — 70° F.	3 Months or less
Critical	70° — 75° F.	Temporary (Emergency Only)
Dangerous	75° — 90° F. Under 32° F.	Not recommended Not recommended

Following are recommended practices for storing cheese:

- A. Use room air conditioners when available.
- B. Use lower level rooms if available and cooler.
- C. Keep product away from direct sunlight.
- D. Order and keep quantities as near to needs as possible.
- E. Move out oldest product first.
- F. Establish a policy of periodic inspection of the product (120 to 150 days are recommended).

Peach Shipment:

The USDA notified us that the canned peach shipment will be packaged 24 size 2½ cans to a carton.

PROGRAM NEWS

Increases in the percentage of children participating, the number of schools with programs and reimbursement have combined to make the 74-75 school year the largest in Montana's school food history.

An average of 80,000 children are participating daily in school lunch programs or about 60 percent of the average daily attendance in the 556 schools serving Type A lunches. The cash reimbursement paid for school lunch, special milk and breakfast programs during February was \$471,907. This is the biggest monthly reimbursement paid to Montana schools for program operations.

An estimated 14,000,000 Type A lunches will be served during the year, \$3,450,000 in cash reimbursement paid and donated food with a USDA purchase price of over \$1,400,000 distributed to school food programs.

It is to the credit of administrators, supervisors and school food personnel that Montana is one of the few states to show a percentage increase in participation by children who pay for their meals.

COOKS CORNER

Augusta: Mrs. Hazel Burch

Menu Idea

Fish Sticks with Tarter Sauce
Potato Salad
Buttered Spinach
Spice Cake
Bread and Butter
Milk
Homemade Applesauce

Hazel makes applebutter from the No. 10 cans of applesauce, adds sugar and spice to taste, heats throughly and serves it warm.

Melstone: Mrs. Florence Robinson

Florence saves the drippings from her fried chicken and freezes it. Whenever she needs good chicken flavor for gravy, she is well supplied. The drippings should be stored in pastic or glass containers and covered tightly.

Forsyth: Mrs. Hazel Tait

Soften butter, then whip in honey to taste. Excellent served with hot rolls, biscuits or corn bread.

Hysham: Mrs. Peterson and Mrs. Mockey

- "New Fangled" sliced bread. Make finger rolls and put 20 to each long bread loaf pan. Let rise. When baked, finger rolls can be torn apart like rolls but are the size of bread slices. Could be an excellent time savor.

Canyon Creek (Billings): Mrs. Betty Wilhelm

A short cut and cost savor. When onions are inexpensive and plentiful, Betty chops, grinds and slices onions, portions them out in plastic bags and freezes them.

Did you know that by putting oranges in hot water for five minutes they will peel easily. That is what they do at Canyon Creek so all fresh oranges served are peeled.

Roundup: Mrs. Bianchi

Here is a quick and easy idea for Pizza

- 1 slice of bread
- 1 scoop pizza meat mixture, (No. 24 scoop)
- Spread
- Sprinkle shredded cheese on top
- Bake for 10 to 15 minutes at 375 ° F.

Kentucky School Food Service: "The Link"

If you find cookie dough difficult to hold together or roll out, work some egg whites into the dough instead of water. Water will tend to toughen it.

Elder Grove (Billings): Mrs. Martha Butt

- Canned orange juice as dressing for fruit salad.
- Lentils are used in Tacos and Vegetable Soup.

Have you considered holding contests for the pupils. Try a contest where you let them plan a menu. You set the rules such as there must be a meat, vegetable or fruit, dessert, milk, bread or whatever. Select the silliest menu, the best menu or so on.

You might just get some good ideas. And, have a week where you serve the winning menu's. Let the students entering the contest enter posters depicting their menu. Decorate the cafeteria with the posters.

For Sale

Three electric stack ovens, reasonably priced. Holds 2 (18 x 26) cookie sheets each. For more information contact: Mr. Dennis Espeland, Lockwood Schools, Billings, MT 59101.

Wanted to Buy

Elliston Elementary School wishes to purchase a used two or three bin stainless steel commercial-size sink for its school lunch program. If you are remodeling and have one available, write to Mrs. JoAnn Huebsch, Box 338, Elliston, MT 59728 or phone 369-2408.

"NOW.

LET'S GET TOGETHER"

"Too many persons engaged professionally in school activities are prone to view each activity in the restricted light of the jobs they now hold or the particular training they have had. Too few are willing to accept the fact that the 'whole child' comes to school, and for this child we in education are obligated to provide a 'whole program.'

"No doubt, we can recall having attended conferences, conventions, in-service days, and other meetings where a single phase of the school program was, in a subtle way, placed in indubitable focus. The attitude may have prevailed, momentarily, at least, that this individual phase is all-important, that no other part of the child's education matters—by comparison.

"Take the school food service program as an example around which we may discuss the point. Any person who has spent a few years administering, supervising, or conducting this particular program could, conceivably, show teachers and administrators just how all other activities in the school can be placed on a lower rung of the educational ladder than that rung occupied by the school food service program. As a matter of speculation, it may not be too difficult to show how an entire school operation can be centered around this program. Art, music, reading, arithmetic, and any other subject can be directly related to, and can make a contribution to school food services; in such a case, the program may possibly be thought of as being synonymous with what is commonly called 'curriculum.'

"But to make such a parallel would be to lose sight of the very purpose of the school. It would mean that we are emphasizing one part of the curriculum, or one program, or one activity in which we may be most interested. The big, big question remains as to why we have schools in the first place.

"The reason for having schools is THE CHILD. What is needed very often is a oneness of opinion as to how and why schools are a reality. The 'whole child' concept needs to be adopted as basic philosophy whenever any part of the school program or any concern of the child are being considered.

"Further, there is a need for all persons engaged in the conduct of schools to live and let live. A school food service worker should never be critical of an English teacher, and vice versa. A school food service program should never be allowed to take precedence over a history program. No activity should be emphasized at the expense of another.

"If the whole child concept is adopted, all programs will operate and progress on equal footing. Remember, the whole child needs a whole program. To provide him any less is to fail our major responsibility."

.... "The Link" Kentucky School Food Service

Tangy Loaf Cheese Substitute and Tangy Pizza Topping

We have been notified that "Tangy Loaf Cheese Substitute" manufactured by Cheese Corporation of America, Inc., meets FNS specifications for "cheese alternate products." This product may be used toward meeting the meat/meat alternate requirements of meals served in the National School Lunch Program and Special Food Service Program for Children when used as specified in Appendix A of the respective program regulations (39 F.R. 31514).

(continued on next page)

The Cheese Corporation of America, Inc., is using their cheese alternate product as an ingredient in the manufacture of "Tangy Pizza Topping, A Blend of 50% Mozzarella Cheese, 45% Cheese Substitute (made with vegetable oil) and 5% Romano Cheese." Since the product is already a combination of 55% natural cheese and 45% cheese alternate product, it is in accordance with FNS regulations that require cheese alternate products to be combined with at least an equal amount of natural or processed cheese. The label for Tangy Pizza Topping, reviewed by the Food and Drug Administration, clearly indicates that the cheese substitute component, which is 45% of the product, meets USDA-FNS specifications for cheese alternate products.

Inquiries concerning availability of products manufactured by Cheese Corporation of America, Inc., should be referred to Mr. Matthew A. Chiara, President, Cheese Corporation of America, Inc., 70 Bay Street Road, Lawrence, Massachusetts 01841, (617) 682-8956.

Ms. Virginia Wilkerson at Darby submitted the following recipe for Pumpkin Bars. She suggests using ground peanut granules in this recipe.

PUMPKIN BARS

Ingredients:

3 qts Flour
3 qts Sugar
24 Eggs
6 c Cooking Oil
3-3/4 T Baking Powder
3 t Salt
3-3/4 T Soda
3-3/4 T Cinnamon
12 c Pumpkin

Frosting:

1 lb Butter
1 c Frozen Orange Juice Concentrate
Powder Sugar

Directions:

1. Combine all ingredients and mix well
2. Pour into 7 10 x 16 x 1 inch pans.
3. Bake at 350° for 25 to 30 minutes.
4. Frost

1. Combine all ingredients, add enough powder sugar to spreading consistency.

You may substitute Sweet Potatoes in place of Pumpkin. Takes 2 No. 10 cans ground, use juice also.

PEANUT BUTTER, ORANGE CONCENTRATE AND APPLESAUCE SANDWICH

1 quart Florida frozen concentrated orange juice, thawed
3 pounds 4 ounces applesauce, canned
7 pounds 4 ounces peanut butter
200 slices sandwich bread

Combine orange juice concentrate and applesauce. Add peanut butter and mix. Portion with No. 1 scoop (¼ cup) on one slice of bread. Top with second slice.

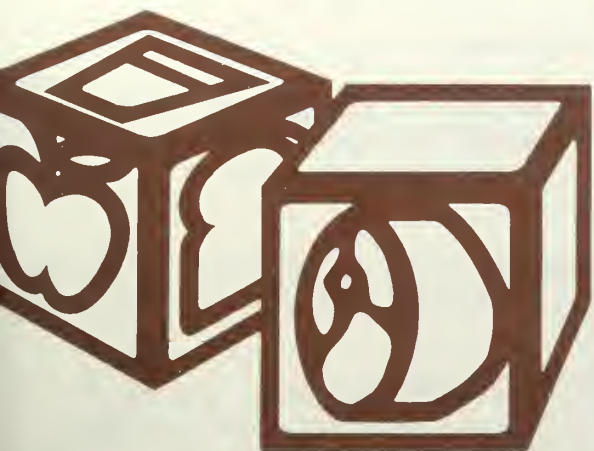
YIELD: 100 portions

1 sandwich provides 2 tablespoons peanut butter and a serving of bread.

Variation: Add 3 quarts chopped date pieces to above mixture.
Portion with No. 12 scoop (1/3 cup)

Based on a recipe supplied by Peanut Growers of Alabama and Georgia.

Prepared for the Florida Department
of Citrus by Dudley-Anderson-Yutzy



TYPE A TOPICS

CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE

FINDING A BETTER WAY

Looking for a way to economize time and energy without adversely affecting the quality of the food you serve? Studies show that 55 percent of productive labor time is lost through wasted motions in food service operations and this time is costly. You can increase the energy and productivity of your personnel through the use of basic techniques of work simplification.

Work simplification is the process of making a job easier through the proper use of the human body, the arrangement of the work area, and the design of the tools and equipment. It is the organized use of common sense to find easier and better ways of doing work. Work simplification involves creative thinking, continuous searches for a better way to do the job, and planning.

Work simplification serves as a tool of good management by:

- * Making work easier, quicker, and more interesting
- * Giving the employee more confidence and increasing job satisfaction
- * Improving quality of service
- * Eliminating unnecessary work
- * Increasing productivity
- * Stretching the labor dollar.

There are many ways to do a job, but the simplest, quickest, and the safest way is the best!

STEPS IN WORK SIMPLIFICATION

1. Select the job to be improved. Ask yourself which job needs improving most, involves the most time, and is likely to yield the greatest benefits when simplified. Look for bottlenecks. Look for jobs that seem to require too much time or energy.
2. Make a detailed breakdown of the job as it is presently being done. List the order in which steps are performed. Include materials, equipment, time, and personnel used in completing the job.
3. Ask questions and challenge each operation. For each step ask: Why is it done? Is it necessary? Can it be combined with another step? Are the steps in logical sequence? Is the job done at the correct time? Where is it done? Could it be more efficiently performed elsewhere? At some other time? By some other person? Is equipment adequate? After this careful study of every aspect of the job, you will see where the inefficiencies and productive portions of the job stand out.
4. Work out a better method of doing the job. Eliminate unnecessary steps, combine steps, rearrange materials, standardize procedures.
5. Apply the new method. If it is more efficient, use it until a better way is developed.
6. Remember--all employees whose work will be affected by the new method should be thoroughly trained. It is essential that a new way of doing a job will be easier and more productive than the old so that employees will readily accept it. Employees are more likely to cooperate and will work to improve their jobs when they are allowed to participate in the program and share in its benefits.

WORK SIMPLIFICATION THROUGH MOTION ECONOMY

By becoming "motion conscious" you can develop work simplification routines which will help increase work efficiency and reduce fatigue.

Work simplification means:

1. Making rhythmic and smoothly flowing motions. An overlapping figure eight action or a circular motion requires less energy than short back and forth motions.
2. Making both hands productive at the same time; in preparing sandwiches, pick up and position two pieces of bread at the same time.
3. Making hand and body motions few, short, and simple. Each motion should use the least possible time and energy. Don't use an arm motion if a hand motion will accomplish the task.
4. Maintaining comfortable work positions and conditions.
5. Locating all supplies and equipment in the area where they are to be used.
6. Using the best available equipment for the job.

For The Administrator



MARCH 1975

FOOD IS MORE THAN JUST SOMETHING TO EAT

With the November conference in Rome on the world's food situation, and the Administration's anti-inflationary measures focusing attention on the conservation of our food supplies, many school administrators, teachers, and managers are expressing concern when students waste food by not eating all of the foods served to them in the Type A meal.

To reduce this waste some people have suggested that children be allowed to select only those foods in the Type A meal that appeal to them. Unfortunately, with children who have not experienced the taste and developed an appreciation for a wide variety of foods, this might just result in their exclusive selection of the dessert portion of the meal, or the hot dog, or other favorite food item. The children would not benefit from this because it takes many different foods from the four food groups combined together to form the framework of a nutritionally adequate diet.

Through the manner of food preparation, its quality, and the type of food served, the National School Lunch Program teaches good nutrition as well as provides it. In addition, the good food habits developed through the program can last a lifetime.

The nutritional goal for school lunches is to furnish at least one-third of the Recommended Daily Dietary Allowances established by the National Research Council for children of various age groups. The quantities of foods required for the Type A lunch have been established for the 10- to 12-year-old child. Since younger children are not always able to eat the amounts specified in the Type A lunch, the regulations permit the State Agency administering the program to serve these children lesser amounts of selected foods than are specified in the Type A meal pattern. To meet the nutritional needs of teenagers, the regulations endorse the serving to older students of larger amounts of foods than are specified in the Type A pattern.

Under the program, all food components of the well-balanced Type A meal are to be served to all students, but how can we be assured that students will consume the foods they need for good health and well-being? We can't force students to eat, nor do we want to do this. The real secret is to enhance the students' awareness of their nutritional needs so that they will want to eat good foods and will continue wise food habits throughout their lifetimes. This assurance helps to protect the health and well-being of the Nation's children. It also serves to eliminate unnecessary food waste.

Recent observations gathered from the National High School Participation Study, in which 300 participating high schools are cooperating in an intensive search to discover ways to increase student participation, have indicated that the same types of activities that increase participation will also increase food consumption. Some activities will help spark interest in the program have been described in past issues of Type A Topics. They range from establishing student advisory councils, in which students are asked to help out in developing sound policies and in indicating student food preferences, to playing nutritional games, instituting formal nutrition programs, and decorating the lunchroom. These types of practices emphasize that learning about good nutritional practices can be fun. New or unfamiliar foods easily become favorites when they are introduced "with style." A "no-thank-you" portion of a new food or an old favorite with a new preparation method can be introduced as an extra bonus with the Type A meal. The second time, that food item can be served as a full requirement portion. Managers who have tried this technique find that students easily learn to accept most new food tastes and the initial cost is a wise investment in future food acceptances.

We suggest that school administrators discuss the food acceptance problem with school food service managers. If you feel you have this problem in your school, you may wish to request assistance from your district school food authorities, State educational agency consultants, or Regional office personnel, where applicable. Or through your own initiative and creativity, you may be able to develop your own special methods to reduce plate waste. Following is a description of some of the things the Renick R-V Elementary School of Renick, Missouri, is doing to combat this problem, as submitted by Mrs. Sandra Kurland.

JOIN THE "CLEAN PLATE" CLUB

"Would you like your children to be eating more and enjoying it more--especially if what they are eating is a well-balanced meal in the School Lunch Program? Would you also like to have about 90 percent participation in your hot lunch program?

"We have a special lunchroom participation project at Renick R-V School, Renick, Missouri. We call it the 'Clean Plate' Club from grade 1 through 4. No child is forced to have a clean plate but is encouraged to do so by being allowed to do special things if he eats all of his food. The lunchroom supervisor or a student makes daily Clean Plate Club posters and those students who are 'clean plates' that day may sign the poster, which might be in the shape of a carrot or a potato, or carry a special nutrition message. The Clean Plate Club has a song sung by a puppet: 'Who belongs to the Clean Plate Club, Clean Plate Club, Clean Plate Club, Who belongs to the Clean Plate Club, Who ate up all their food?' This is sung to the tune: 'I Danced with the Dolly with the Hole in her Stocking.'"

"The children always look forward to the next day--wondering what surprises the Clean Plate Club will bring."

FIFTEEN WAYS TO SAVE TIME

1. Use equipment on wheels such as carts and wheel tables, and trays to make transport easier.
2. Arrange dishes in stacks of 20 so that a count can be quickly and easily determined.
3. Measure dry ingredients before fats and liquids to avoid unnecessary clean-up of measuring tools.
4. Post and implement a work schedule for all employees (see February 1975 issue of Type A Topics).
5. Use scales to weigh instead of measuring whenever possible. For example, weigh or measure batter into pans to assure even volume.
6. Always use the correct tools. For example, measure in large containers--one quart instead of four cups.
7. Use cooking containers for serving whenever possible. The food will stay warm for a longer period and will look more attractive.
8. Grind several foods in succession when possible to save time in washing grinder. After using electric grinder attachment, put several slices of bread through the grinder to aid in cleaning out fat and grease.
9. Vegetable brushes are not just for cleaning vegetables! Use a dry brush for removing cheese and lemon and orange rinds from a hand grater before washing.
10. Use vegetable wedges or whole vegetables when practical.
11. Avoid extra handling of dough when practical; make drop cookies rather than rolled ones; roll biscuit dough directly onto sheet pans and cut into squares rather than rolling and cutting.
12. Take advantage of gravity, whenever possible. With a single sweeping motion, scrape chopped foods across cutting table and allow to fall into receiving pan held below table.
13. Foods such as celery, carrots, or string beans can be chopped in bunches, rather than singly.
14. Use a portion scoop for filling muffin tins, measuring sandwich fillings, hamburger patties, and cookie dough.
15. Keep sandwiches from drying out prior to serving by covering with wax paper topped with a damp, clean towel.

THE FOOD AND NUTRITION INFORMATION CENTER

Are you involved in the training of school food service personnel? Or would you like to upgrade your knowledge in any area of school food service management or supplement your nutrition education program? If so, you should know about the Food and Nutrition Information and Educational Materials Center (FNIC) which is located at the National Agricultural Library. FNIC was established by the Food and Nutrition Service to serve as a repository for and to disseminate materials relating to Child Nutrition Programs. The target audience of FNIC consists of Federal, State, and local personnel who are involved in Child Nutrition Programs.

Materials which may be borrowed from FNIC include books, pamphlets, journal articles, and other print materials as well as films, filmstrips, slides, and other non-print media on all facets of school food service. FNIC loans all books and pamphlets for a period of 1 month. Specific journal articles which are requested will be photoduplicated at no charge and the copy can be retained.

Audiovisual materials are loaned for 2 weeks. Limit your order to 3 audiovisual items per request. For your convenience a postage-free label is included with each order for return shipment.

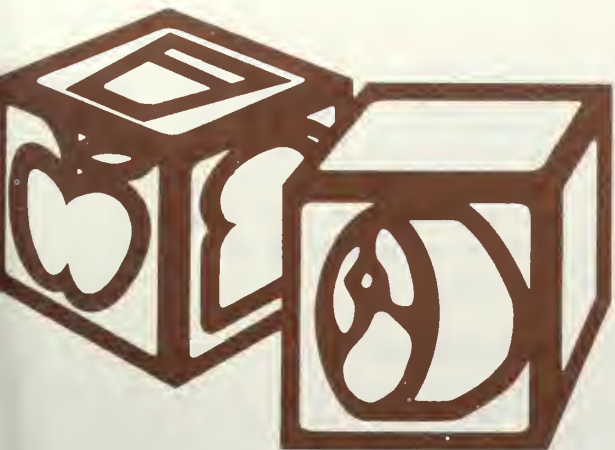
If you are planning a spring or summer workshop, order copies of various materials now for preview so that you may have an opportunity to pre-select the most appropriate items for your subject area. Then schedule those items you have selected 1 month in advance.

If you are interested in borrowing materials from FNIC or in being placed on the mailing list, you may contact the Center at the following address:

Food and Nutrition Information and
Educational Materials Center
National Agricultural Library
Room 304
Beltsville, Maryland 20705

Child Nutrition Programs of the U. S. Department of Agriculture are available to all children regardless of race, sex, creed, color, or national origin.

APRIL 1975



TYPE A TOPICS

CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE

STANDARDIZED RECIPES

TRIED AND TRUE

Today we are especially aware of food supplies, the rising costs of food and nonfood items, and the food waste in our Nation. Great care must be taken in schools to serve only quality food in the best condition and manner possible to encourage students to eat the foods prepared for them.

Some of the factors important to serving quality food are the selection of good wholesome ingredients, proper storage of food items from delivery through preparation, and the use of good standardized recipes and proper equipment in the preparation of food.

All of these factors contribute to the production of high quality foods. It is difficult to say which one is the most important. However, a reliable standardized recipe is basic and furnishes a plan for the preparation of a quality food product.

WHAT IS A STANDARDIZED RECIPE?

A standardized recipe specifically describes the amount of ingredients and method of preparation needed to consistently produce a high quality product. You will want to tailor all standardized recipes to your own food service operation as far as forms of food, total yield, size of portions and cost are concerned.

WHAT DOES A STANDARDIZED RECIPE CONTAIN?

A standardized recipe is made up of two major parts: a list of ingredients and a detailed instruction for preparation. The information should include:

Name of recipe -- in addition, its section in card file, card number, and the classification of the nutritional contributions made to a Type A lunch.

Ingredients -- listed in the form and order in which they are used in the recipe.

Weights and measures -- quantity of each ingredient is given both in weights and volume measures in most recipes.

Directions -- procedures to follow in preparing the recipes, including simple directions for mixing, number and size of pans, cooking temperature and time, and directions for serving.

Servings -- total yield is given in number of servings or in total volume.

Cost per serving -- to stay within the food budget, costing of recipes should be done on a routine basis.

HOW CAN STANDARDIZED RECIPES AID MANAGEMENT?

Using a standardized recipes can help you in:

- a) increasing the acceptability of food served and establishing standards of quality.
- b) controlling portion size -- provides the desired number of servings each time and prevents leftovers.
- c) determining amounts of food to buy -- exact quantities of food to be used are already established.
- d) controlling cost by reducing food and labor costs.
- e) training food service workers in professional food preparation techniques

HOW DO I USE A STANDARDIZED RECIPE?

In order to properly prepare standardized recipes, the following steps should be taken:

1. Read the recipe thoroughly before using and be knowledgeable of the terms and abbreviations used.
2. Adjust the food quantities in the recipe for your anticipated participation.

For The Administrator



APRIL 1975

GOOD NEWS IN GOOD "NEWTRITION"

We would like to share with you some of the activities happening across the Nation in which students are learning about good nutrition, as reported by Type A Topics readers. All of these projects have a common denominator--the support of the teachers, students, food service personnel, the community, and school administrators.

"Two Springfield High Schools Switch to Type A"--Ms. Erma Bieler
Supervisor of Food Services
Springfield Public Schools

They said it couldn't be done, but we did it.

Since Springfield, Ore. high schools changed to an all Type A lunch program, students have become happy and enthusiastic about lunch at school and they are better fed at less cost.

Before the change in 1971, both high school lunch programs were stagnant and operating at a loss. Both schools had an unpopular Type A plate lunch, an a la carte program, and a busy snack bar. Now these two schools offer a noontime dining "experience" which has changed the eating habits of many students.

Students are offered daily a variety of Type A meals to please almost any taste. A "select-your-own" plate lunch is the best bargain and attracts the most students. It allows choices from two main dishes, three salads, three vegetables, rolls with butter, three desserts and milk. A "burger special" lunch served in "disposables" offers a choice of a hamburger or cheeseburger, french fries, and a choice of tossed salad or a fruit salad plus milk.

As another alternate, students are offered a choice of two Type A salad plates. Chef's Salads, Fruit with Cheese, Tuna Stuffed Tomato, and Turkey Salad are offered regularly. A roll with butter and milk complete these lunches. To relieve crowded conditions in both schools, a new fast-service Type A lunch will soon be sold in the dining room.

Food must be displayed and merchandised so the student will be able to make instant decisions on the 20 choices of food. Springfield High School uses a sign to guide the select-your-own plate lunch student. It reads: "55¢ + 1 main dish + 1 salad + 1 vegetable + 1 roll/butter + dessert + 1 milk." Students quickly learn to make their choices and see that they have a Type A lunch.

Students regularly choose broccoli, cauliflower, brussels sprouts, squash, zucchini, lima beans, cooked carrots, and cooked cabbage.

"Good Participation Equals Good Health"-- Mrs. Bernice H. Borneman,
Cafeteria Supervisor
Moorestown Township Public Schools

"We had 95 percent!" "Our class was 77 percent today but 83 percent yesterday!" This is a conversation, not among businessmen, but among the boys and girls at Lenola School in Moorestown, N.J. about the daily class results of a school lunch participation contest.

The cafeteria staff sponsored a contest for all the children to promote school lunches. The class which bought the greatest percentage of lunches over a specified period of time was the winner. The prize--a cookie Christmas tree made of 57 cookies--was made by a teacher for the winning class. The cookie tree winners were third graders in Mrs. Gloria Shifren's class, with 76 percent participation.

"One learning activity the children experienced from the contest is the practical and meaningful application of a bar graph and percent," Mrs. Shifren explained. The cafeteria staff devised a bar graph for each class and colored the class percentages each day. The teachers used this graph in the lunchroom to illustrate textbook mathematics lessons as well.

"A Cooperative Venture in Nutrition Education"--Ms. Erma Bieler,
Supervisor, School Food Services
Springfield Public Schools

The students and teachers in 14 Springfield, Ore. elementary schools are now enjoying their explorations into the field of good nutrition.

As a result of the efforts of the Youth Development Agent, William Boldt, of the Expanded Nutrition Youth Program (part of the Lane County Extension Service), a pilot project in nutrition education was initiated in 1971 in three sixth grade classes.

The Expanded Nutrition Services representatives held a workshop for teachers, supplied lesson plans, supervised the teaching, and provided some of the food involved. The school administrators coordinated the program and provided paper supplies from the instructional budget. School Food Services personnel furnished the remainder of the food from the food services budget and delivered all of the materials. Teachers were creative with the lesson plans and added many new ideas and activities of their own.

As a result of the enthusiasm, creativity, and support generated by this cooperative effort, the program has been included this year as a part of the regular school curriculum. To attest to the popularity of the program, many of the original "pilot" students who have graduated to junior high school are now spending their own time after school in more advanced nutrition education projects sponsored by Expanded Nutrition Services.

By making the learning process fun and by including preparation and tasting activities, the children are relating their knowledge to real life situations. Post testing shows students are more knowledgeable, and observation shows them to be eating a wider variety of foods with less food going into the garbage cans.

--The many contributions of our readers are greatly appreciated--

3. Determine the amount of foods needed to prepare the recipe.
4. Assemble utensils, tools, and ingredients needed.
5. Weigh and measure ingredients accurately.
Weighing ingredients, whenever possible, is recommended since it is more accurate. If it is necessary to measure ingredients, use standard measuring equipment and make measurements level.
6. Follow directions carefully for combining ingredients and cooking the product.

WHERE CAN I OBTAIN STANDARDIZED RECIPES?

Standardized quantity recipes are available from many sources, including the Federal Government, State agencies, industry, trade magazines, and reliable cookbooks.

•From Federal agencies --

"Quantity Recipes for Type A School Lunches," PA-631, United States Department of Agriculture, Food and Nutrition Service, 1971

"Quantity Recipes for Child Care Centers," FNS-86, United States Department of Agriculture, Food and Nutrition Service, 1973

"Fish and Shellfish Buying Guide and Quantity Recipes for Type A School Lunches," Series No. 5, United States Department of Commerce, 1967

•Industry-- distributes standardized recipes providing a given number of servings of definite quantity. Tests to determine their contribution to the Type A lunch requirements should be made before incorporating them into your collection of standardized recipes.

•Reliable quantity cookbooks-- used as textbooks or guides provide menus and information for buying, cooking, and serving foods to various types and sizes of groups. Tests to determine the contribution of their menus to the Type A lunch should be made.

Answers to Standardized Recipe Crossword Puzzle, Page 4

DOWN

2. industry
3. government agencies
5. two
7. instructions
10. volume
11. increase
13. tools
14. utensils
15. ingredients
17. plan

ACROSS

1. standardized
4. cookbooks
6. ingredients
8. servings
9. weights
12. portion
16. directions
18. manager

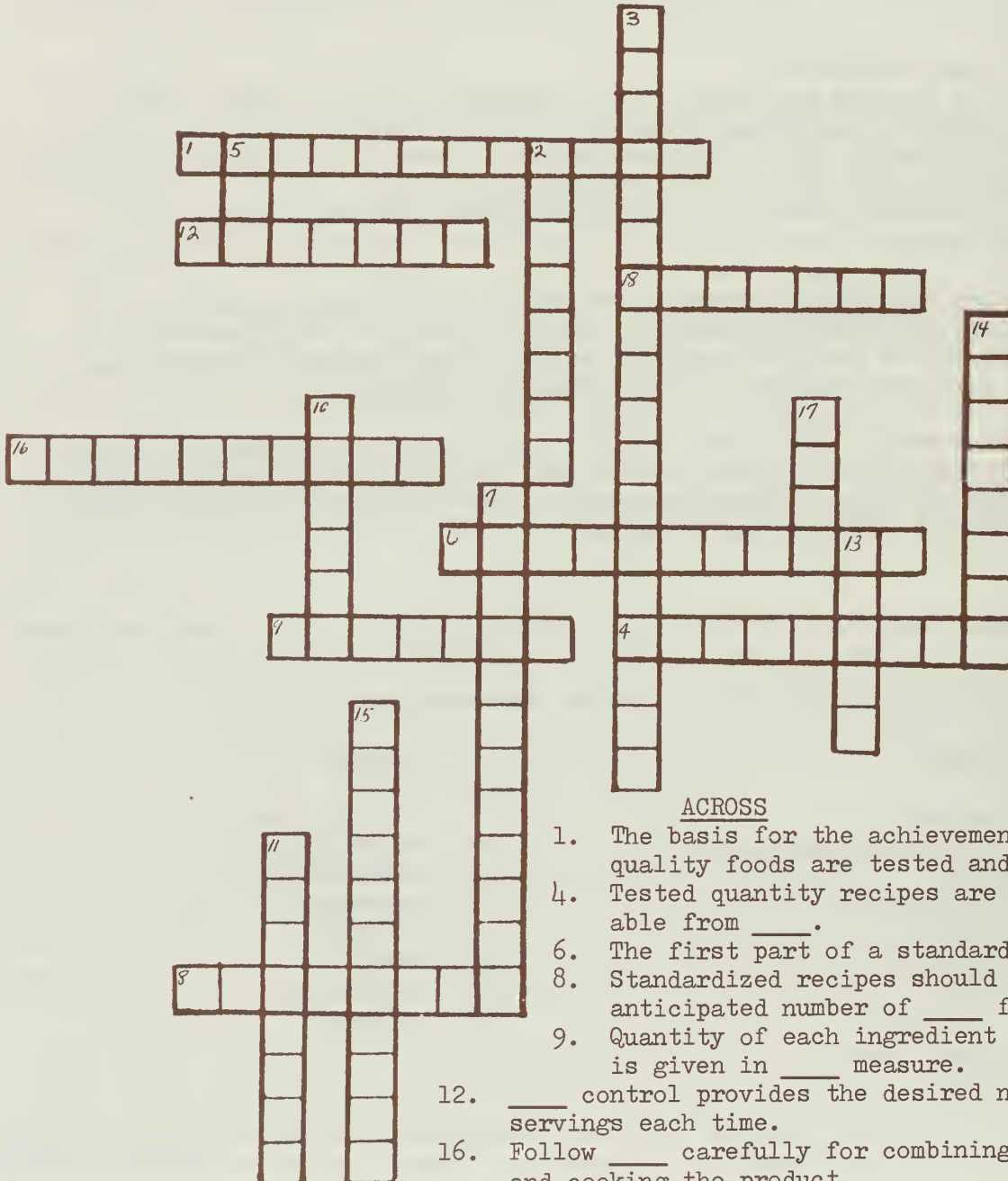
Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color, or national origin.

STANDARDIZED RECIPE CROSSWORD PUZZLE

Look for answer clues throughout this issue of Type A Topics!

DOWN

2. and 3. Tested quantity recipes are also available from ____ and ____.
5. A standardized recipe has ____ parts.
7. The second part of a standardized recipe.
10. Quantity of each ingredient in a recipe is sometimes given in ____ measure.
11. Standardized recipes will ____ the acceptability of food served and establish standards of quality.
- 13., 14., and 15. Assemble ____, ____, and ____ needed for preparing a specified number of servings in the work area.
17. The manager should ____ menus in advance.



ACROSS

1. The basis for the achievement of high quality foods are tested and ____ recipes.
4. Tested quantity recipes are often available from ____.
6. The first part of a standardized recipe.
8. Standardized recipes should reflect the anticipated number of ____ for your school.
9. Quantity of each ingredient in a recipe is given in ____ measure.
12. ____ control provides the desired number of servings each time.
16. Follow ____ carefully for combining ingredients and cooking the product.
18. Person in charge of the school cafeteria.

DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

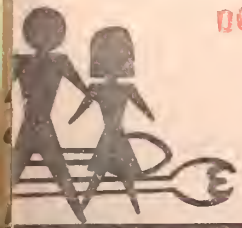
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-Feb. 1975

DOCUMENTS



SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

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January - February 1975

FOOD DISTRIBUTION PROGRAM NEWS

Inventory:

The USDA regional office requires us to submit an inventory report. Please take this inventory on February 28. Forms will be mailed to each school and your cooperation will be appreciated in promptly submitting the completed inventories to this office.

Receipting For USDA Foods Received:

Always sign in ink the buff-colored copy of the Receipt and Billing form and return it to this office. Acceptance cards must be filled in using a pen to record numbers and signature.

Status of Food Allocations:

The USDA has cancelled the December allocation of rice.

The December allocation of dry beans will be pea beans and they will be shipped to schools in March.

The March allocation of butter will be received in two shipments. The first half of this shipment will be distributed to schools between March 1 and 15 and the second half between April 1 and 15.

Whole Wheat Flour Available:

We have 90, 5/10 pound balers of Whole Wheat Flour in storage in Helena. If you can use this flour, please write and tell us the number of balers to ship. All orders will be filled on, "first come first served" basis.

No USDA Donated Foods for Homemaking Classes:

USDA donated foods have been used for demonstrations and testing in homemaking classes for many years. The specific foods which have been available for such purposes are no longer being purchased by the USDA. The foods now being purchased for distribution to schools are of a high protein nature and are purchased for utilization in school feeding programs only. Consequently, donated foods are no longer authorized for use in home economics classes.

SENIOR CITIZENS AND SCHOOL LUNCH

There is a growing concern regarding the plight of our increasing numbers of elderly citizens. A considerable part of this concern centers on the generally inadequate diets of many of our elderly citizens. This is particularly true of those who are dependent for subsistence upon social security or other low fixed income payments.

The question has arisen whether these elderly citizens may participate in school feeding programs since these programs are child oriented. The answer is yes they may. However, it is the school

(continued on next page)

district's board of trustees decision to utilize the school food program for this purpose. The criteria to follow is that children may not be deprived by feeding adults. The school district must, therefore, be reimbursed as a minimum the full cost of the meal including the value of USDA donated foods consumed. This reimbursement must then be deposited to the schools food service account for use in its child feeding program.

TRUTH, TALES, AND TEACHING TECHNIQUES IN NUTRITION

A conference entitled "New Frontiers in Nutrition—Truth, Tales and Teaching Techniques" will be held June 10-12, 1975, on the campus of the University of Montana in Missoula. Speakers for the conference will include: Ronald Deutsch, author of *Nuts Among the Berries* and *The Family Guide to Better Food and Better Health*. Mr. Deutsch is also Director of the National Nutrition Exchange; Dr. Myron Winick, Director, Institute of Human Nutrition, Columbia University. Dr. Winick is a well-known expert in the area of child nutrition, especially the effect of nutrition on development and growth; Dr. George V. Mann, Associate Professor of Medicine, Vanderbilt University. Dr. Mann's research interests include atherogenesis, human nutrition, cardiovascular epidemiology with the Framingham Study; Ms. Nancy West, Manager of Arizona Milk, Incorporated. Ms. West has extensive experience in the area of teaching nutrition; and Dr. John Houston from the National Dairy Council who will speak on nutrition labeling and its importance to nutrition education.

Detailed information about housing, registration and program will be available in March. Sponsors of the conference are the Montana Dairy Association, Montana Beef Council and the Department of Home Economics, University of Montana.

An arrangement may be made for academic credit if desired. Those having questions may contact: Sara Steensland, Department of Home Economics, University of Montana, Missoula 59801, 232-4841 or Andrea Pagenkopf, Cooperative Extension Service, Montana State University, Bozeman 59715, 994-3501.

ALTERNATE FOODS FOR MEALS

Cheese Alternate Products:

Effective June 1, 1974

1. Schools and service institutions may utilize cheese alternate products, defined below, as a food component meeting meal requirements in National School Lunch Program and Special Food Service Program for children under the following terms and conditions:
 - A. Cheese alternate products shall be prepared and served in combination with material or processed cheese (which meets F.D.A. standards of identity).
 - B. Cheese alternate products shall be prepared in such a manner that the cheese alternate product and natural or processed cheese are combined in cooking and heating process. (Macaroni and cheese, grilled cheese sandwiches, cheeseburgers, enchiladas, pizzas, etc.).
 - C. The quantity, by weight, of cheese alternate product in the combination shall not exceed that of natural or processed cheese.
 - D. The combination of cheese alternate product and natural or processed cheese may meet all or part of meat/meat alternate requirements in National School Lunch Program and Special Food Service Program for Children.
 - E. The term "cheese alternate" shall denote a class of products, not a product name. Only cheese alternate products that bear a label similar to "this product meets USDA-FNS specifications for cheese alternate products" shall be utilized.
2. Only cheese alternate products that have been accepted by the FNS for use in USDA Child Nutrition Programs may be labeled as provided in E above.
3. Manufacturers seeking acceptance of their product must furnish several analyses to FNS indicating that the product meets specifications as to ingredients, physical and functional properties, and nutritional composition.

UNIQUE Imitation Cheese:

UNIQUE imitation cheeses (both American and mozzarella varieties manufactured by Anderson Clayton Foods) is the first approved product meeting FNS specifications for "cheese alternate products." These products may be used toward meeting the meat/meat alternate requirements of meals served in the National School Lunch Program and Special Food Service Program for Children when used as specified in Appendix A of the respective program regulations (39 F. R. 31514).

A listing of other acceptable "Cheese Alternate Products" will be issued as other individual products are approved. Inquiries concerning availability of acceptable "cheese alternate products" should be referred to the manufacturers. Refer UNIQUE imitation cheese inquiries to Mr. Larry Jones, Anderson Clayton Foods, 1 Main Place, Dallas, Texas 75250, (214) 748-4741.

Information excerpted from Federal Register April 4, 1974.

WHAT OTHERS SAY—

What part does nutrition education play in the total philosophy of school lunch? A good part, but a subtle one according to Mary M. Hill, Ed. D., nutritionist, consumer and Food Economics Research Division, USDA. She explains, "Making food available to children is no assurance that the child is getting the food he needs. Unless the child eats the food, his body will not learn to eat wisely. The school lunch is an excellent tool for achieving this objective, but it can-not do the job alone.

"When a child is taught to read, he is given a book. He is not expected to be able to read because a book is available. It is used as a tool. When a child is taught to write, he is given paper and pencil or crayon. These are tools. If he does not write well the first time, the paper is discarded, fresh paper is given, and the teacher tries again. By the same token, when a child is taught to eat, food is made available. If the child does not eat well at first, there is no reason for giving up. Try again. Some plate waste in the lunch is inevitable if children are to have an opportunity to learn to enjoy a wide variety of foods.

"School lunch personnel cannot and should not be expected to do this teaching. They make a good lunch available, and they can help encourage children to eat. However encouragement needs to come also from the teaching staff and parents. Classroom learning should result in children becoming convinced that good habits developed at home and in the lunch program are a good and enjoyable way to eat. Only then will these practices be carried over into adulthood. This more comprehensive program requires that schools make lunch a part of the curriculum, but very few schools have done this."

Source—School and College Food Management
February 1970

SUGAR SUBSTITUTES

The following information has been compiled by Anne Skeabeck of the Dallas Food and Nutrition Service Office.

The high price of sugar has led to many questions concerning the use of sugar substitutes. Basically, there are two types of sugar substitutes, nutritive and non-nutritive. The nutritive sugar substitutes include honey and corn syrup while the others, non-nutritive sugar substitutes, include saccharin and other liquid or granular chemical products.

It is possible to substitute one sugar for another in many recipes but allowances must be made for the differences in sweetening effect as well as moisture content. Some sugars are hygroscopic, that is, they draw moisture. Honey, molasses, maltose, brown sugar and others draw moisture into foods, making them moist. These sweeteners are used for soft cookies but not for crisp cookies.

Honey retains moisture better than other sugars and because it contains up to 25% water, is about 80% as sweet as beet or cane sugar. Cakes made with honey are heavier and more compact because honey holds more moisture in the cake than other sugars would. Honey may be used, measure for measure, in place of sugar in preparing puddings, custards, pie fillings, baked apples, candied vegetables, glazes and frostings. Honey may be substituted for as much as half the sugar in cakes if corrections are made for the moisture differences. Since one cup honey equals 1¼ cup sugar plus ¼ cup liquid you should reduce liquid by ¼ cup for each cup of sugar being replaced by honey. Also, honey lowers the pH of the batter, causes a loss of volume and some undesirable browning. In both cakes and cookies the honey should be combined with either the shortening or the liquid and mixed thoroughly. Care should also be taken to scrape all the honey out of the measuring utensil.

Molasses is like honey in that it contains moisture, draws moisture into baked products and is slightly acid. Molasses may be substituted for sugar in the same manner as honey.

Corn syrup also draws moisture and is sometimes used in pie dough because it browns well. One cup of corn syrup, like honey, equals one cup sugar plus ¼ cup liquid. Reduce liquid by ¼ cup for each cup of sugar being replaced by syrup.

In food production, sugar and/or syrups are used in flour mixtures for flavor to tenderize the protein in the mixture, to increase the keeping quality of baked products and to aid in the browning process. Sugar in yeast-raised products is a source of food for the yeast. Sugar also strengthens the cellular structure of fruit. When substituting the non-nutritive sweeteners, special precautions must be taken to achieve good quality products because of the many functions of sugar besides flavoring.

A non-nutritive or low calorie sweetener is a liquid, granulated or powdered chemical substance which, when in contact with the taste buds of the mouth, can create a sweetening sensation more powerful than that of sugar. Unlike sugar, however, these artificial sweeteners cause little change in the viscosity or density properties of solutions and give little bulk. The manufacturers of Sweet 'n Low, a granulated, non-nutritive sugar substitute, state that Sweet 'n Low can be used instead of sugar in most cooking and baking except in those recipes where the actual bulk of sugar is needed. They say that pies, puddings, cookies, brownies, custards and other recipes not requiring the bulk of sugar may be made simply by substituting Sweet 'n Low for sugar in the following proportions:

1 pound sugar	=	1.6 oz. or 1/3 cup Sweet 'n Low
1 cup sugar	=	4 teaspoons Sweet 'n Low
½ cup sugar	=	2 teaspoons Sweet 'n Low
¼ cup sugar	=	1 teaspoon Sweet 'n Low
1 Tablespoon sugar	=	1/3 teaspoon Sweet 'n Low
1 teaspoon sugar	=	1/10 teaspoon Sweet 'n Low

In cakes and other baked products, Sweet 'n Low can be substituted for half the sugar called for in the recipe. For example, if the recipe calls for 1 cup sugar, use ½ cup sugar and 3 teaspoons Sweet 'n Low.

Another non-nutritive sugar substitute is Lasco Liquid Sweetener and substitutes as follows:

1 teaspoon sugar	=	2 drops of Lasco Liquid Sweetener
1 cup sugar	=	1½ teaspoon Lasco Liquid Sweetener

It would be best to test small batches for flavor, browning, etc. before using sugar substitutes in quantity recipes.

From: LUNCHEON DIGEST, School Food Services, Colorado Department of Education

COOKS CORNER

Montana's School Food Service programs are the greatest. Listed below are some good ideas you might like to try.

Stevensville: Mrs. Mary Correa, Mgr.

Fudge bars are sold after the lunch service line closes. Extra beef patties, corn dogs, cookies and cake are also sold. The money from these sales is returned to the lunch program.

Stevensville also has a guessing game on the number of students who will be served at noon. Each of the ladies in the kitchen guesses a number and puts a dime in the "kitty". The school principal and superintendent also get in on the game.

For "cheery green beans" add grated cheese to the hot string beans just before serving; gives beans a yummy flavor.

Superior: Mrs. Ruth Brinking, Mgr.

When oatmeal rolls are made, orange juice is used as a liquid.

Cracked wheat and cornmeal are added to regular cookie recipes. Of course you would have to reduce flour to compensate for the added ingredients.

Missoula (Sentinel H.S.): Mrs. Lillian Johnson, Mgr.

Pizza Crust is made with whole wheat flour—formula used is 2 parts whole wheat to 4 white flour.

When lettuce salad is served, a small amount of fresh spinach is added for color. Salad looks great and tastes good.

Dawson County High School (Glendive): Ann Mittelsteadt, Mgr.

Rolled wheat is used in the making of apple crisp and the formula of 2 pounds of rolled wheat and 7 pounds of white flour is used in making rolls.

Missoula (Target Range Elementary): Mrs. Edith VanHee, Mgr.

In preparing bananas for a fruit cup use the butter cutter for slicing the bananas.

Do eliminate such canned products as ravioli, macaroni and cheese, cheese sauce spaghetti, soups, etc. They are expensive and contain very little protein and/or vegetables. Canned ravioli is 7 percent meat.

WANTED:

The Stevensville School Food Service program needs three compartment plates, brown, stock number KYS-ITE-231. Contact Mrs. Mary Correa, manager School Food Service if you have any you wish to sell.

Dear School Food Service Staff Member:

I am one of your helpers, the RECIPE CARD FILE, PA-271. I am writing to you because, just maybe, you are not taking advantage of the valuable information I have to offer. Let's you and I sit down together in a quiet spot, sneak our shoes off and enjoy a cup of coffee. We'll look at each section one by one.

Section A—General Information. Card 1 gives an excellent description of what a good recipe should contain. What about the Type A lunch and a guide to amounts of food for different age students? Take a look at Card 2. Do you have questions about adjusting recipes or portion control?

(continued on next page)

Cards 3 thru 9 could help. These and many other types of general information can be found on 15 cards of this Section.

Section B—Cereal Products. I have lots of good ideas on how to meet the bread requirement. By using USDA commodities in school-baked bread, I can save money for your program and that bread baking smells so good all through the school. You can also find the easiest and best way to cook rice, noodles and spaghetti in this Section.

Section C—Desserts. Children do like their desserts everyday. Fruit in dessert can count toward meeting the Type A requirement. Also, eggs and peanut butter may be counted to supplement the meat requirement. Commodities can make a big difference in the cost of desserts, too. So, please satisfy that natural desire for sweets by making use of the nutritious and economical recipes I have in Section C.

Section D—Main dishes. Here I have a veritable storehouse of material. You may select from 55 plus main dishes. You might want to turn over my D-Cards for some menu ideas. (More menus on salad, sandwich and soup cards.)

Section E—Salads. I have many ideas for combinations. Study this Section carefully to find important ways to provide fruits and vegetables.

Section F—Salad Dressings. Don't get in a rut and use the same dressing everyday. I have several nice suggestions for you.

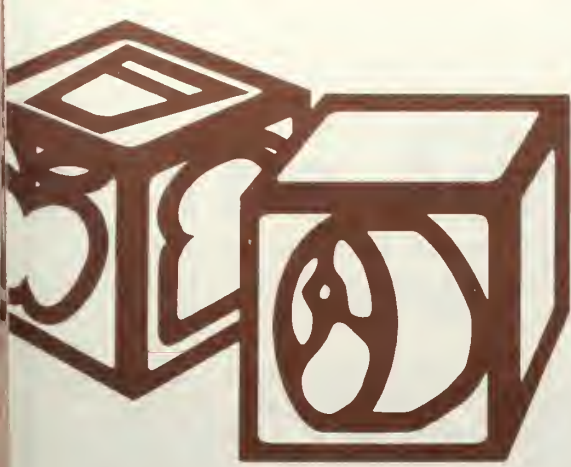
Section G—Sandwiches. Have you tried some of the sandwich ideas along with a tasty soup from Section I? It's a good combination and kids seem to like it. You probably like good work methods, so try those instructions on G-1. They really give sandwich making rhythm.

Section H—Sauces and Gravies. A special touch often "makes" the meal—gravy on meat. A sauce on a dessert can make the lunch hour fun for boys and girls.

Section I—Soups. Here are favorites for "snowy, blowy" days. Be sure soup menus provide required meat and fruit/vegetable requirement.

Section J—Vegetables. Whether it's fresh, canned or frozen vegetables, I am ready to help you with cooking instructions and recipes.

There! We've reviewed all of me. Didn't we have fun? Please use me everyday. It's lonesome sitting up there on the shelf gathering dust. Please! May I help you again tomorrow? (Source—Texas Education Agency—Austin, Texas.)



TYPE A TOPICS

CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE

MERCHANDISING

USING EYE APPEAL TO SELL THE MEAL

Merchandising the Type A lunch means "selling" both the school lunch and the school lunch program. Put another way, it means encouraging the students (your "customers") to choose a Type A lunch every school day.

Tasty food that is properly prepared is the best promotion for any food service. However, the senses of sight and smell are important also. The appearance and aroma of the lunch, not to mention the attractiveness of the lunchroom, can tempt the eye and the appetite.

You can easily spice up a lunch with a garnish or two; or you can spruce up a lunchroom with bright colors and lively decorations. You can also fill the air with the heady fragrance of freshly baked bread. There are many things you can do to make Type A lunches more popular. How many of the following have you tried?

HOW TO SELL YOUR TYPE A LUNCH

THE MENU

Do your customers have a variety of foods to choose from day to day and week to week? If not, they should. Keep in mind the students' likes and dislikes. You'll be able to serve them better. Here are some pointers:

- . Menu terminology can turn appetites on or off. Use fresh new words to describe menu items to tempt students. Some suggestions are: Tangy Tomatoes, Spinach Surprise, Sparkling Gelatin, Indian Succotash, Golden French Fries, Minted Carrots, and Fluffy Potatoes.
- . Plan menus which include foods with contrasts in color, texture, shape, temperature, and flavor.
- . If possible, offer choices of individual menu items; or you may want to provide a choice of an entire lunch, such as a "weight watchers" Type A lunch.
- . Plan menus around holidays and special occasions. Name menu items after school events such as a big football game or a current school play.

QUALITY OF FOOD

Serving tasty food will increase student participation in your program. Some important pointers to "capture" flavor include the following:

- . Cook vegetables in batches and never hold for more than 20 to 30 minutes prior to serving. Prepared and served in this manner, vegetables keep their fresh flavor and color and lose a minimum of their water-soluble vitamins.
- . Preserve natural food flavors and contrast or blend flavors carefully.
- . Perk up foods with spices and herbs. Try a bit of ground mace with corn or oregano with tomatoes.

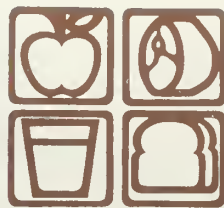
Make food appeal to the eye and the appetite. Simple garnishes are helpful. Some examples are: Chopped hard cooked egg sprinkled on meat loaf, cinnamon on applesauce, or a bit of whipped topping piped onto pudding with a pastry tube.

SERVICE WITH A SMILE

How well do you get along with the students? Is your relationship congenial? Do you call them by name, and do they respond?

- . Servers should be pleasant, polite, and well-groomed. Use employee name tags to help students learn the servers' names.
- . Be sure the service is fast and efficient and the lines are short. If necessary, ask the principal to schedule additional lunch periods or to arrange for smaller groups to eat during each lunch period.
- . Be sure the trays are attractively arranged and the food is properly portioned.

For The Administrator



CHILD NUTRITION PROGRAMS: A WORLD VIEW

JANUARY 1975

Interest in and concern about child nutrition programs is not limited to the United States. Mr. Herbert D. Rorex, Assistant to the Administrator of Food and Nutrition Service, has reported on the international interest in child nutrition after attending a four-day symposium on "Nutrition and Work" at Vittel, France. The symposium was held last spring and was sponsored by the University of Nancy.

There were participants from twenty-seven countries, including many nations from Europe and Africa. Other countries represented, besides the United States, were Australia, Canada, and India.

A number of papers on school feeding were presented and discussed. These included several on each of the following subject areas:

- a. Nutritional requirements of children.
- b. The scientific, technological, and economical aspects of new protein sources.
- c. Organization of school feeding.
- d. Utilization of frozen foods.
- e. Interrelationship of protein requirements and physical activity.
- f. School food service today.
- g. Nutritional value of new protein sources.
- h. Utilization of new protein sources by mankind.

These papers revealed that many of the program concerns identified by federal, state, and local administrators of child nutrition programs in the United States are shared by other countries involved in similar nutrition programs.

General trends identified at the symposium are as follows:

- a. Active interest in the improvement and expansion of child nutrition programs.
- b. Widespread interest in the U.S. program: how it is organized, financed, and its standards of performance.

- c. Concern about the fact that adequate nutrition education is not a part of daily food service.
- d. Concern about lack of interest and involvement of school officials in nutrition education and food service in schools.
- e. Widespread concern about the poor eating habits of children.
- f. Participation problems at the secondary school level.
- g. Competitive food service outside the school.
- h. Increased use of vegetable proteins. Acceptance by children is rated as fair.
- i. Educating mothers about good nutritional habits.

This information, though limited, allows us to conclude that foreign food service workers and program administrators are committed to protecting the health and well-being of children, as are our thousands of dedicated people here in the United States.

As a result of what we have learned from Mr. Rorex's participation in the symposium, we encourage local school food service employees and administrators to continue to broaden their knowledge by attending workshops and training sessions. We encourage them to borrow ideas, share techniques, identify problems, and work together toward their solutions.

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color, or national origin.

CAFETERIA ATMOSPHERE

The cafeteria and serving line must be kept spotlessly clean. Each server should have a clean wiping cloth to keep the plates or trays and serving counters clean. Some suggestions for making the cafeteria more appealing include the following:

- . Decorate with flowers, murals, nutrition posters, pictures, or seasonal decorations.
- . Use small table arrangements.
- . Take necessary steps to keep the noise level down.
- . Try to bake breads, cookies or cakes frequently. Students usually enjoy foods that require some extra effort.

INVOLVE THE STUDENTS

One way to increase student participation in the lunch program is to involve them in a broad range of food service activities. Let them know that the lunch program is "their" program. Some suggestions are as follows:

- . Set up a student advisory board. Have students help plan foods for the lunch within the meal requirements. Use some of these suggestions on a regular basis.
- . Have a taste panel of students for both old and new recipes.
- . Let the students conduct a survey on food preferences.
- . Encourage them to decorate the cafeteria for holidays, special occasions, athletic events, and "international" days. Serve foods that are appropriate to these special occasions.
- . Have students select music to be played during lunchtime.

ADVERTISE THE LUNCH



To have a successful program, you need the enthusiastic support of the principal, teachers, students and parents.

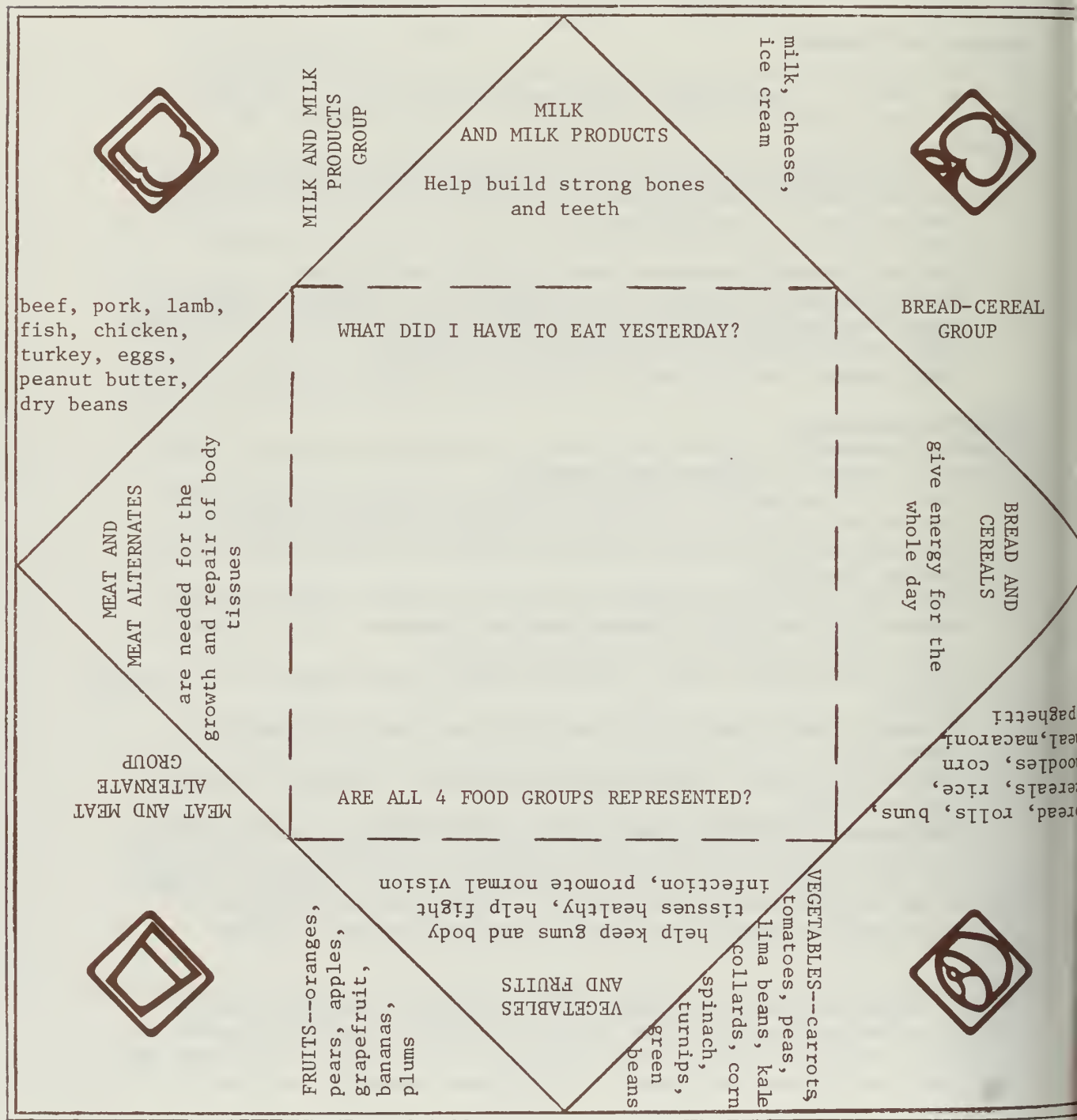
- . Encourage teachers to hold classroom discussions on foods served and on how these foods fit into the Basic Four Food Groups. Teachers can also discuss how the foods in one day's menu provide needed nutrients.
- . Have the "menu for the day" read over the school public address system with other daily announcements. Remember: the language used to describe food must sound appealing.
- . Give each student a copy of future menus to take home for the parents to read.
- . Develop a menu format where one day's menu can be attractively displayed.
- . Ask an art class to neatly letter the menu or perhaps do this in picture form.
- . Post menu on bulletin boards and publish them in the school paper.

These are some suggestions for merchandising the Type A lunch. Try as many of the suggestions as practicable. Perhaps you can think of additional ways to improve your school lunch program and increase participation.

Folding Fingertip Food Fact Finder--This nutrition education game is printed on the back page of this issue. It is an educational version of a familiar childhood folding paper game and can be used to introduce the Basic Four Food Groups to students. Reproduce, assemble, and use as directed.

FOLDING FINGERTIP FOOD FACT FINDER -- A NUTRITION EDUCATION GAME

To assemble, cut paper along double line below. Place paper on table, printed side down, and fold on the four solid lines toward top of the paper. Turn paper over and fold on the four dotted lines toward the top. Fold in half vertically  and unfold; then fold in half horizontally  and unfold. Insert thumb and first finger of each hand under the picture flaps on bottom of the folded paper. Push all four fingers together so only the picture panels are visible. Spread out fingers to find what foods belong to each of the Basic Four Food Groups. When fingers are removed, flaps on inside can be opened for additional information. There's also space to write out your daily food intake.





TYPE A TOPICS

CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE

STAY ONE STEP AHEAD WITH DAILY WORK SCHEDULES

Work schedules detailing specific duties to be performed by individual workers can be valuable management tools to you in the areas of personnel management and food production. Effective workload schedules assure that no part of the meal is overlooked, the meal is prepared in an efficient manner, and work is evenly distributed.

You can plan work schedules for all your employees, keeping in mind the number of employees who are scheduled to work, the jobs to be done, the approximate time needed for each job, the capabilities and special skills of your workers, and the space arrangement and equipment in the kitchen. This type of planning helps workers to do a better job by eliminating confusion and duplication of efforts. As a result, work is done in the shortest time and with the least amount of effort. As with all good management practices, work scheduling will result in substantial savings in food and labor costs through increased employee productivity.

A work schedule provides techniques to improve work and a method to obtain better cooperation among employees.

THE BENEFITS OF DAILY WORK SCHEDULES:

Provides techniques for improving work:

- . Organizes work to be done.
- . Distributes workload evenly.
- . Eliminates wasted time and motion while making the most efficient use of equipment.
- . Designates time allowed for each job; this allows trouble spots to be easily seen.
- . Assures that foods will not be cooked too far ahead of time which could reduce attractiveness and nutritive value.
- . Leads to a better organized, more efficient lunch program.
- . Makes labor hours more productive which may help cut costs.
- . Frees manager's time for more creative aspects of program.

Promotes better cooperation among employees:

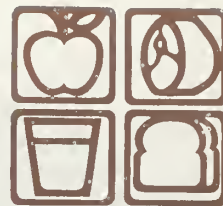
- . Designates specific duties and responsibilities thereby eliminating employee confusion.
- . Discourages a "let George do it" attitude among employees.
- . Gives confidence to employees and management.
- . Simplifies instruction needed to train new and substitute employees.

THE "HOW TO'S" OF PLANNING WORK SCHEDULES:

- . Study menus as a group, at least one week at a time. Note which days have the most difficult menus. Plan advance food preparation and extra cleaning duties for days with easy menus.
- . List all jobs to be done in proper time sequence and divide them among the work units.
- . Prepare a daily work schedule for each employee which lists all jobs to be accomplished in a time schedule the employee can be expected to complete. The work schedule should state the amount of food to be prepared, the exact recipe to be used, the size of servings, and other needed information.
- . Consider the equipment being used so there is no overlapping in the schedules and each piece of equipment will be available when needed.
- . Include all cleaning duties in the work schedule as well as lunch and breaktimes for employees.

Work schedules should be distributed and discussed the day before the work is to be performed. By doing this, each worker can come in and get straight to work.

For The Administrator



FEBRUARY 1975

INVOLVE THE STUDENTS!

One key to increasing interest and participation in your school lunch program is to actively involve your students. At Fairbury Senior High School in Fairbury, Nebraska, which is currently participating in the National High School Participation Project, journalism students Sandy (Sam) Compton and Julie Junker initiated a food shopping experiment in celebration of National School Lunch Week. With the help of several other students, Julie and Sandy compared price and nutritional value of the Type A lunch with foods from local commercial food establishments. The outcome? The students agree that the Type A is the winner in both price, appeal and nutritional value. Here's their story as written by promising news reporters Sandy and Julie. The story was published in the October 22nd issue of the Fairbury-Journal News:

FOOD SHOPPING EXPERIMENT MAKES FHS CAFETERIA MEALS LOOK BETTER THAN EVER

We cheated. This is our signed confession. However, before being tried, convicted and sentenced, give us a chance to tell it like it was.

"If it hadn't been for journalism class we never would have had to suffer through this in the first place; right, Julie?"

"Yeah, Mr. Holloway put the challenge to us in his soft, gentle voice, something like 'Do it or flunk!' And being the intelligent students we are ..."

"Hope Mr. Holloway doesn't read this!"

"... we took the hint. Sam, we shouldn't keep them in suspense any longer."

"O.K. We were supposed to find out which is more economical, eating at our high school cafeteria or eating somewhere else. So Brenda Walburn, Judy Siebenneicher, Julie and I were each given \$1.10, 55¢ to eat at school and the same amount to eat downtown."

"Brenda and Judy ate during National School Lunch Week, Oct. 13-18. On that particular day each got a Circus submarine sandwich, Flying French fries, Barnum & Bailey green beans, a Big Top fruit cup, a Greatest Chips on Earth cookie, and some Midway milk. In fact, all over the country kids were being served that same meal, arising from the theme of 'The Circus'."

"Anyway, the girls not only enjoyed the meal, but made it through the afternoon in good shape. However, they did not fare so well the noon they ate out."

"For the same amount of money all Brenda and Judy got to eat was a hamburger and some French fries. You can see what a really balanced meal that was! They didn't even get anything to drink."

"The day Sam and I ate in the cafeteria the menu was just as good: A hot dog, baked potatoes, peanut butter-and-jelly sandwiches, celery and carrot sticks, apple crisp, a cinnamon roll and $\frac{1}{2}$ pint of milk. This was more than enough to satisfy us. However, those with a bigger appetite can always buy extra food for 5-10¢."

"Fifty-five cents didn't stretch as far during the second part of the experiment. This time we would have had to last the rest of the day on a measly barbecue and chocolate milk if it hadn't been for Julie's bright idea. For 30¢ extra we both got a candy bar. As far as nutrition goes, we probably didn't get our minimum daily adult requirements but it helped to relieve our hunger pangs...that is, until we got to class."

Now that you know the facts you can decide for yourselves if our actions were justified. We plead self-preservation.

We did learn one important thing: No one ever appreciates anything until they can't have it and we feel that an experiment like this could make any student appreciate the meals served in our cafeteria.

COURTESY:

Fairbury Journal News
516 Fifth Street
Fairbury, Nebraska

Child Nutrition Programs of the U. S. Department of Agriculture are available to all children regardless of race, sex, creed, color or national origin.

SAMPLE WORK SCHEDULES

The following sample daily work schedules illustrate points to be included in your school food service work schedules. Work schedules are unique for every school since they are dependent upon factors which include menu, number of staff members, equipment available, and number of meals to be served.

MENU*

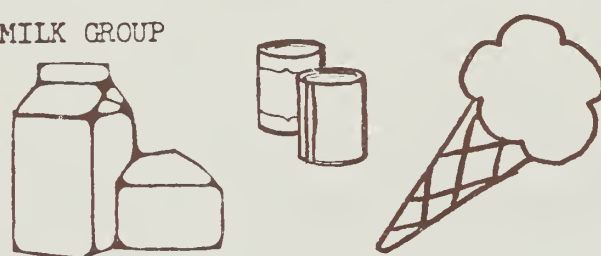
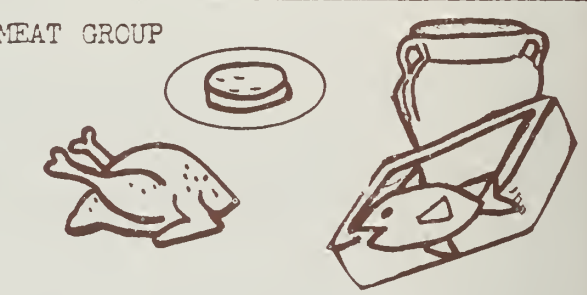
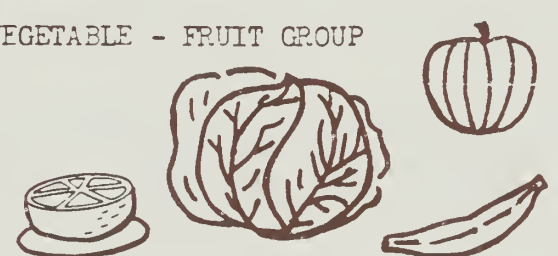
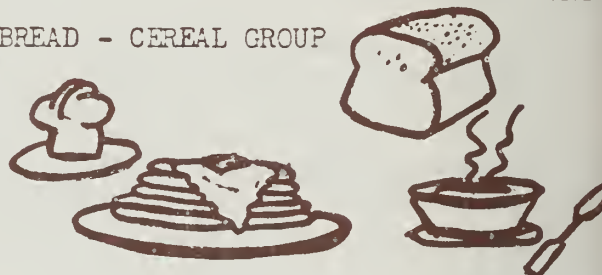
Fish Stick Cheeseburger (G-4)
Mashed Potatoes (J-16) Buttered Broccoli-- $\frac{1}{4}$ cup
Milk
Gingerbread (C-14) with Lemon Sauce (H-9b)

Cook-Manager			
Time			
7:00	Unlock kitchen and storeroom. Check invoices and set out supplies needed for day's menu.		
8:30	Assemble ingredients and begin preparation of hamburger rolls (card B-12b) for 300 servings.		
8:15	While dough is rising, prepare 300 slices (1 oz. each) of cheese.	<u>Time</u>	Assistant 8:30-2:00
8:00	Break	8:30	Prepare lemon sauce (card H-9b) for gingerbread (pre- pared yesterday) for 300 servings. Refrigerate.
8:10	Continue with rolls.		
8:50	Pan 300 fish sticks and refri- gerate.	9:30	Break
9:10	Cook broccoli until nearly done (35 lb. frozen chopped broccoli, and 3 lb. butter)	9:40	Portion gingerbread, cover.
		10:00	Prepare mashed potatoes (card J-16 for 300 servings).
10:30	Begin cooking fish sticks and assembling fish stick cheese- burger according to Card G-4.	10:45	Begin to set up serving counter.
		11:00	Put sauce on gingerbread and put on counter.
		11:20	Put hot food on serving line.

*Designations in parentheses refer to USDA card file recipes.

Nutrition education can be fun. Here is a paper-pencil game which introduces the four food groups. Each of the scrambled words below spell the name of a food pictured in the four food groups. Unscramble each word and match the word with the appropriate picture. Build in a real challenge to the game by setting a time limit before you start to play.

FOUR FOOD GROUPS WORD SCRAMBLE

<p>MILK GROUP</p>  <p>_____</p> <p>_____</p>	<p>MEAT GROUP</p>  <p>_____</p> <p>_____</p>
<p>VEGETABLE - FRUIT GROUP</p>  <p>_____</p> <p>_____</p>	<p>BREAD - CEREAL GROUP</p>  <p>_____</p> <p>_____</p>

1. SECEHE _____
2. BABGECA _____
3. KENACPAS _____
4. MARUGHEBR _____
5. KMLI _____
6. ERAPGURFTI _____
7. RELACE _____
8. RAIESNDS _____

9. NKMPUIP _____
10. SFMUFNI _____
11. ECI RMACE _____
12. AANBAN _____
13. KCICENH _____
14. ADREB _____
15. PRADVEOTAE LKMI _____
16. NESBA _____

Answers: Cheese, Cabbage, Pancakes, Milk, Grapefruit, Cereal, Sardines, Pumpkin, Muffins, Ice Cream, Banana, Chicken, Bread, Evaporated Milk, Beans.

DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

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SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana, 59601

16
n
Dec. 1974

MENTS

WITHDRAWN
MONT. STATE UNIV.
FEB 20 1975
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November — December 1974

Doreen Holbeck

Rose Miller

Louisa Jones

The School Food Services Staff wish
you a Merry Christmas and a Happy
New Year!

Jean Stock

Ruth Boyce

Ann Ferguson

Linda Rowan

Elaine Hoover
Flora Martin

FOOD DISTRIBUTION PROGRAM NEWS

Frozen Chicken Allocation Decreased The USDA purchased only two-thirds of the August 16 frozen chicken allocation. This was shipped to schools the first week of November.

The Receipt and Billings for handling and shipping costs of USDA Foods shipped August 23 through November 20 were mailed. Please submit payment and the signed buff-colored receipt promptly. *Do* report short, damaged and over shipments immediately. Be sure the delivery man notes shortages, damages and/or overages on the original freight bill. Send two photo copies or the original freight bill to School Food Services to expedite the settlement of claims.

FINANCIAL REPORTS

HELP!!! Please be sure your school district Claim for Reimbursement and Monthly Financial Report is identified by completing the upper right hand corner of the forms. The information requested is agreement number, county, school district and address.

COOKS CORNER

Breakfast Menus

Tomato Juice
Toasted Cheese Sandwich
Fruit Cup
Milk

Purple Plums
Scrambled Eggs
Whole Wheat Toast with Butter
Milk

Orange Wedges
Beef Patty
French Bread
Milk

Pineapple-Grapefruit Juice
Hot Cereal
Purple Plums
Toast with Butter
Milk

Banana (one-half)
Cold Cereal
Cheese Biscuit with Butter
Milk

Orange Juice
Rolled Oats
Milk

Pineapple Juice
Hard Cooked Egg
Cinnamon Roll
Milk

PEANUT BUTTER CANDY

1 No. 10 Can Peanut Butter
4½ lbs Powdered Milk
5 lbs. Honey
1 Large Box Corn Flakes

1. Mix honey and peanut butter, then add milk.
2. Roll in frosted flakes (1 box).
3. Press in pan (12x24) with rolling pin and cut immediately.

DID YOU KNOW THAT.....

...water is the vital fluid for maintaining a normal balance of body functions? A human being can live without food for five weeks or more, but without water he cannot live more than a few days. It's a good idea to drink about eight glasses a day.

(continued)

...cooking can reduce the amount of Vitamin C, certain B vitamins and some minerals in vegetables? So, *do not overcook*, use a minimum of water and save the liquid. It can be used with the vegetables or in soups and sauces.

...protein, fats and carbohydrates *provide* food energy? Vitamins and minerals *release* energy, but they are also necessary for three other functions that food performs in the body: building new tissues, repairing old body tissues and regulating body processes.

...iodine is absolutely necessary in a family's diet? Without iodine the thyroid gland enlarges, resulting in a goiter. To help prevent this, be sure to use *iodized* salt for all your cooking and seasoning.

YOU ARE WHAT YOU EAT

What is the first impression children receive upon entering your school cafeteria—long waiting lines, rows of tables, curtainless windows, bleak concrete walls, hostile aides, dingy confined space like a prison arena where every plastic fork and knife is to be counted? Or, is your cafeteria a place for experimentation? Are tables arranged in cluster groups for communication? Do children decorate the walls, windows and tables with their creative handiwork?

Adults dine in specific restaurants for numerous reasons. Among them are price, location, specialty items and perhaps most of all the atmosphere of the immediate surroundings and the attitudes of the restaurant personnel. Today's sophisticated youngsters also sense atmosphere and personnel attitudes in the 20-minute lunch break. For those captive few minutes, children focus their attention on the foodservice staff. Procedures that are routine and mechanical to you—such as serving lunch—could represent the only pleasurable eating experience in a child's day. Your smile could turn a tough bully into a bashful boy.

If only we could see the cafeteria operation through a youngster's eyes, we might be surprised at their imagination. Perhaps they envision a carrot tree standing guard at the door or a tomato keeping count on individual catsups and empty milk cartons. Then again, the entire lunch period could be a complete drag. Children are bewildered as to why they have to eat lunch when they could spend the extra 20 minutes outdoors.

Nutrition attention-getting gimmicks for youngsters are numerous and/or simple to develop. One idea is a nutrition train "Tooting for Good Health" over one wall while chasing unfamiliar vegetables and fruits. Each food item could carry a flag denoting its main nutrient. The body of the train could be made from empty food containers used in the cafeteria or miniature replicas from home. Each boxcar could represent familiar Type A food combinations children enjoy. The caboose could be "Mr. Milk" carton helping nutrient blocks calcium, riboflavin and protein "on board."

"Tooting for Good Health" could involve all students. Art classes could provide the characters. The lunchroom focus would change from bleak prison walls to child-centered atmosphere filled with ideas created by them.

Teaching children that school lunch can be more than just a refueling station has been accomplished by many school managers. The school cafeteria can be an extension of the classroom, where children display what they have learned about food to other children. The atmosphere can be such that children enjoy going to lunch to see and learn more about various foods.

Children focus on pleasurable eating experiences just as adults do. Only adults can choose where lunch is eaten. Children cannot. When at school, children eat lunch together confined to a definite time and space. Perhaps you cannot change the amount of time children have to eat, but atmosphere and physical appearance can be modified to interest energetic young children.

Maybe the nutrition train isn't practical for your school. There are numerous nutrition posters and mobiles available to brighten the surroundings of that precious 20-minute lunch. Keep in mind what is important to you when you sit down to have lunch. Then evaluate what the focus is when you enter the school cafeteria. Are you pleased with your first impression?

From: South Carolina
November 1974 Newsletter

INFORMATION AND INSTRUCTIONS FOR USING PEANUT GRANULES DISTRIBUTED TO SCHOOLS BY USDA

PRODUCT: The granules are chopped *roasted* peanuts. They are not salted. The granules are less than a quarter-inch in diameter, and are fairly uniform in size. They are packed in airtight No. 10 cans, each containing about 3 pounds 8 ounces of peanut granules.

STORAGE: Store the unopened cans off the floor in a cool, dry place. Peanuts must not be exposed to dampness or high room temperatures. Moisture or temperatures over 75°F invite deterioration. If a No. 10 can is opened and only a portion of the contents is needed for immediate use, the remainder should be resealed quickly and tightly. Peanut granules in containers that have been opened and resealed should be used as soon as possible.

SHELF LIFE: Roasted peanut granules in unopened No. 10 cans may be kept on hand for a limited period of time providing they are stored in a cool, dry place.

WEIGHTS AND MEASURES

1 quart of peanut granules weighs 1 pound 2¾ ounces.

1 cup weighs 4.69 ounces.

1 pound is about 3-3/8 cups.

USING PEANUT GRANULES IN SCHOOL FOOD SERVICE: The chopped peanuts provide additional flavor and texture to a variety of foods. *A product with peanut granules browns faster so cooking needs to be watched closely.*

Serving Ideas:

Split Pea-Beef-Rice Casserole, USDA card D-50: Before serving, sprinkle 6 ounces (1¼ cups) peanut granules over each pan.

Nutty Hamburgers: Press one surface of hamburger patties into peanut granules before cooking.

Vegetables: Sprinkle 1 teaspoon of peanut granules per serving on green beans, peas, and other vegetables as they are served.

Rice: Prepare rice, using USDA card B-2. Just before serving, sprinkle 2 cups of peanut granules evenly over cooked rice in a 12 x 20 x 2-inch pan. Mix peanut granules evenly into rice, and serve.

Salads: Place bowl of peanut granules on serving line, next to salad. Offer a tablespoon of peanut granules per salad serving as an option.

Baking: Add peanut granules to cake batter, cookie or bread doughs, frostings, and toppings.

Puddings: Sprinkle 1 or 2 teaspoons of peanut granules on top of chilled puddings and on gelatin desserts, just before serving.

Ice Cream: Offer a teaspoon or tablespoon of peanut granules per ice cream serving as topping.

Nutty Fish: USDA card D-38

The following quantity recipes make use of peanut granules:

Desserts — C

Cinnamon Crispies
Peanut Butter Brownies with
Carmel Peanut Topping
Peanut Pie

Salads — E

Cabbage-Pineapple-Peanut Salad
Carrot-Raisin-Peanut Salad
Creamy Cole Slaw with Peanuts
Waldorf Salad with Peanuts

Main Dishes — D

Meat Loaf with Peanuts

U.S.D.A. — FNS November 1973
Washington, D.C.

MEAT LOAF WITH PEANUTS

Ingredients	Yield: 100 servings		Directions
	Weights	Measures	
Bread slices Milk	2 lb.	1-½ qt.	1. Beat bread and milk 2 minutes in mixer on low speed, or soak bread in milk.
Onions, finely chopped Celery, finely chopped Ground Beef Salt Worcestershire sauce Parsley, chopped (if desired) Eggs Peanut granules	12 oz. 12 oz. 15 lb. 2 oz. 2-¼ oz. ½ oz. 1 lb. 9 oz. 3 lb.	2 cups 2-¾ cups 3 Tbsp. ¼ cup ¼ cup 14 large 2-½ qt.	2. Add remaining ingredients and mix 3 minutes on low speed. 3. Place meat mixture in 2 greased pans (about 12 by 20 by 2 inches), about 13 lb. 4 oz. or 1 gal. 2-½ qt. per pan. Shape mixture into 2 equal lengthwise loaves in each pan. 4. Bake 40 minutes at 375°F (moderate oven). Drain.

SERVING: 1 slice, ¾ inch thick—provides the equivalent of a 2-ounce serving of cooked lean meat.

WALDORF SALAD WITH PEANUTS

Ingredients	Yield: 100 servings		Directions
	Weights	Measures	
Apples, pared, diced	11 lb. 4 oz.	2- $\frac{3}{4}$ gal.	<ol style="list-style-type: none"> 1. Sprinkle apples with lemon juice. Combine ingredients; toss to blend. Chill. 2. Portion with No. 8 scoop ($\frac{1}{2}$ cup) and serve on salad greens.
Lemon juice	8- $\frac{3}{4}$ oz.	1 cup	
Celery, chopped	4 lb. 8 oz.	1 gal. 1 cup	
Peanut granules	1 lb. 12 oz.	1- $\frac{1}{2}$ qt.	
Sugar	7 oz.	1 cup	
Salt		2 tsp.	
Mayonnaise (card F-3)	1 lb. 7- $\frac{1}{2}$ oz.	3 cups	

SERVING: $\frac{1}{2}$ cup—provides $\frac{1}{2}$ cup vegetable and fruit.

Recipes adapted by Consumer and Food Economics Institute Agricultural Research Service U.S. Department of Agriculture.

DRY PEAS — THE OLD RELIABLE

Dry peas are not a seasonal food. They are readily available in packaged form throughout the year. They can be easily stored in a cool dry place in tightly-covered containers and thus be always on hand for so many uses. Dry peas require little preparation or watching, and may be cooked ahead and refrigerated or frozen easily in their cooked form, ready for quick use.

Cooked in puree form, they may be used for family-pleasing dips, patties, croquettes, stuffed peppers, or souffles. Added to meat loaves and patties, dry peas make the meat go further. In casseroles, with just a bit of meat, poultry, fish, or cheese, dry peas can help create thrifty and tasty one-dish meals. What could be better than split pea soup to provide the family with economically priced protein and delicious flavor in one bowl?

Here are some cooking tips for dry peas: Before boiling or baking, soak dry peas to help retain their shape. Follow directions on the package. It's a good idea to boil the peas for two minutes and then let them soak in the same water for about a half hour. After soaking, they are ready to either boil or bake. For boiling, add $\frac{3}{4}$ teaspoon of salt for each cup of peas, cover, and boil gently without stirring for one hour for whole dry peas and twenty minutes for split peas. Dry peas gain back about twice the moisture volume through boiling, so you'll need to add 2 $\frac{1}{2}$ cups of water for each cup of whole dry peas and 2 cups of water for each cup of split peas. Pressure cooking is not advised for split peas because they may spatter and clog the cooker vent.

Dry peas, in either whole or split form, are outstanding among vegetables as a generous source of protein. Only a little meat, cheese, milk or other animal source of protein is needed, either as ingredients or as a part of the meal, to make them adequate for the job of body-building and maintenance. They also contribute B vitamins, iron, and other nutrients. Because of their mild but distinctive flavor, and their accommodating ways of combining with so many foods, dry peas are popular fare for persons of all ages.

For a hearty main dish soup, try Split Pea Soup with Franks.

SPLIT PEA SOUP WITH FRANKS

1½ cups dry split peas
½ cup onion, chopped
1 teaspoon salt
1/8 teaspoon pepper

5 cups water
½ pound frankfurters, finely
chopped
1 tbsp. butter or margarine

Simmer peas, onion, salt and pepper in water 20 to 30 minutes until peas are tender. Lightly brown the franks in fat in a frypan; add to the soup. Simmer 5 minutes longer to blend flavors. Makes six 1-cup servings.

CRAZY CRUST PIZZA (100 servings)

Ingredients

Meat

10 lb Ground beef or ground pork
(or both combined)

Sauce (can be prepared ahead)
(10 cups)

2½ c Chopped onions
¾ t Minced garlic or 1½ t. garlic
salt
5 T Cooking oil
1 qt Tomato paste
7½ c Water
5 t Salt
3 t Sugar
3 t Oregano or Italian seasoning
(or both)
¾ t Pepper

Cheese (can be prepared ahead)
10 c Shredded cheddar cheese

Batter

10 c All-purpose flour
10 t Salt (3 T and 1 t)
10 t Italian seasoning or leaf
oregano (3 T and 1 t)
1¼ t Pepper
20 eggs
6-2/3 c Milk

Directions

1. Season to taste.
2. Brown.
3. Drain well and set aside.

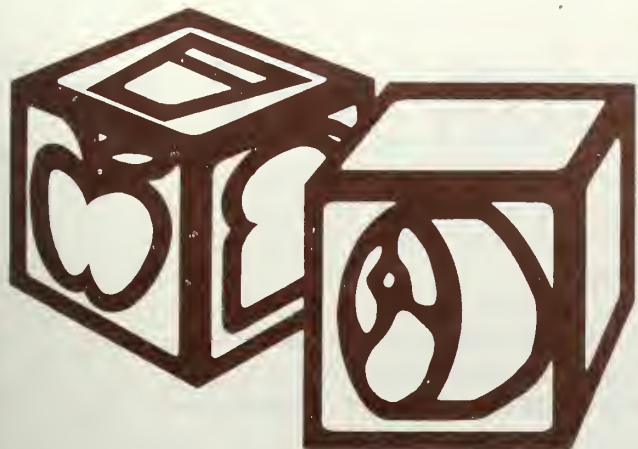
1. Cook onion and garlic in oil until tender.
2. Add remaining ingredients.
3. Simmer uncovered for 30 minutes.

1. Shred enough cheese for 10 cups.

1. No need to sift flour; measure by lightly spooning into cup and leveling off.
2. Combine flour, salt, Italian seasoning, pepper, eggs and milk and mix until smooth.
3. Pour batter into pan, tilting pan so batter covers bottom.

Baking Directions

1. Heat oven to 425 degrees F.
2. Arrange meat over the batter.
3. Bake on low rack at 425 degrees F for 20 to 30 minutes or until pizza is a deep golden brown (deep brown gives a crisp crust).
4. Remove from oven.
5. Drizzle with pizza sauce and sprinkle with cheese. If you desire, mushroom stems and pieces, olives, thinly sliced pepperoni and mozzarella cheese may be added at this time.
6. Return to the oven for approximately 10-15 minutes or until the cheese is melted.
7. Remove from the oven and cut and serve.



NOVEMBER 1974

TYPE A TOPICS

CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE

THE REVISED MENU PLANNING GUIDE

WHAT'S NEW?

Did you know that "A Menu Planning Guide for Type A School Lunches" (PA-719) has been expanded and updated recently? It incorporates suggestions from schools, food service managers, State Agencies and others involved in school food service, as well as recent regulation changes. As with past menu planning guides, the current edition (May 1974) was prepared to help you plan Type A lunches while keeping in mind the dietary needs of today's students. Consideration has been given to recent advances in the food and nutrition field and to the basic principles of menu planning.

This issue of Type A Topics highlights some of the major revisions and additions to this publication. One copy of the newly revised "Menu Planning Guide" will be made available to each school participating in the National School Lunch Program. Distribution is made through the State Departments of Education and the USDA Regional Offices. The publication is also for sale by: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. The price is \$1.00 and the Stock Number is 0100-03254.

CHANGES IN THE TYPE A PATTERN

The revised "A Menu Planning Guide for Type A School Lunches" restates two changes in the Type A school lunch requirements as specified by revised program regulations: (1) the quantity of butter or fortified margarine has been reduced to one teaspoon; and (2) fluid whole milk has been changed to fluid milk as a beverage.

The statement, "Add other foods not part of the lunch requirement as needed to complete lunches, to help improve acceptability and to provide additional food energy and other nutrients," has been added just below the requirements listed on page 2 of the guide.

To help assure that all Type A lunches meet the nutritional goal, it is recommended that lunches include:

A Vitamin A vegetable or fruit at least twice a week.
A Vitamin C vegetable or fruit several times a week.
Several foods for iron each day.

It is also recommended that fat in the Type A lunch be kept to a moderate level and iodized salt be used in preparing lunches. (Public schools and private schools administered by the State Agency--your School District Office or State Agency can advise you of State policy concerning the above recommendations.)

WHAT'S NEW ON THE CENTER FOLD?

Foods for Type A school lunches, traditionally appearing on the center fold of the guide, have been rearranged and expanded:

Under meat and meat alternates, you will find that protein-fortified, enriched macaroni and textured vegetable protein have been added to the list.

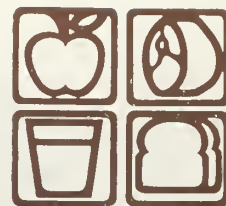
Under vegetables and fruits, the goals for the lunch for Vitamin A (1500 International Units or I.U) and Vitamin C (13 milligrams), appear in footnotes 1 and 2. Vegetables and fruits listed in column 2 will provide at least 750 I.U. of Vitamin A per 1/4 or 1/2 cup serving. Column 3 lists fruits and vegetables which provide at least 8 milligrams of Vitamin C per 1/4 cup serving.

Under bread, the food items which can be used to meet the bread requirement as specified in FNS Instruction 783-9 are now included.

Under milk, all fluid forms of milk permitted by revised program regulations are listed.

Note: For additional information on using textured vegetable protein products; protein-fortified, enriched macaroni; dry beans as a vegetable; cheese foods; and full strength vegetable and fruit juices, see page 12 of the guide.

For The Administrator



NOVEMBER 1974

SUMMARY OF THE THIRD ANNUAL REPORT OF THE NATIONAL ADVISORY COUNCIL ON CHILD NUTRITION

Nutrition Education is the Key

Public Law 91-248, enacted in 1970, authorized a National Advisory Council on Child Nutrition "to make a continuing study of the operation of programs carried out under the National School Lunch Act, the Child Nutrition Act of 1966, and any related act under which meals are provided for children, with a view to determining how such programs may be improved." The Council is comprised of both governmental and nongovernmental members who represent specific fields of experience related to the programs.

In its third annual report, the Council emphasizes that nutrition education is the key to improving the nutritional status of the Nation's children and adults. At the same time, the Council recognizes that singling out nutrition as a separate school subject is not the best way to increase nutritional awareness and concern nationally. The real need is not so much to teach children about nutrition, but to improve their eating habits in line with their physical needs and lifestyles. To do this, it is necessary to make nutrition awareness and concern a significant part of their educational experience. As a result, the lesson learned in the classroom is constantly reinforced and not lost in the crush of other pressures. This requires the involvement of the total educational community, including school administrators, board members, principals, teachers, food service personnel, and other school personnel.

An important first step is the recognition at all levels--Federal, State, and especially local--of the school's increasing responsibility for the nutrition and physical well-being of children. This increasing responsibility is the result of many diverse factors: the decline in neighborhood schools due to educational trends, sprawling residential development, the increase in employment of both parents outside the home; concern about the eating habits of all Americans, rich and poor alike, and the effect of those habits on the future of both the children and the Nation; and the evidence linking good nutrition with children's performance and achievement at school.

To meet this responsibility, the Council urges that:

1. Federal, State, and local officials should work toward the

development of comprehensive nutrition education programs in every school. Educators need to look at existing efforts and to experiment with new methods to find the best approaches to nutrition education programs which take advantage of the entire school day. The food service program provides a unique opportunity for school officials to reinforce classroom instruction through practical experience. A comprehensive nutrition education program must make sure that experience is a positive one.

2. Pending the development of comprehensive nutrition education programs, school officials should take advantage of existing opportunities for nutrition education. Teachers should be encouraged to include nutrition education in their instruction even if a formal program is not yet established. School officials can also have a positive effect by making sure the rest of a child's experience at school reinforces the importance of nutrition. School officials must make sure the lunch program is given the support and attention it needs to be a high-quality program. Further, they must make sure decisions on matters such as scheduling, open campuses or the sale of food items that compete with the lunch program are based primarily on nutrition education considerations, not on the pressures of the moment.

3. The Department of Agriculture and the State educational agencies should continue the nationwide drive to extend the child nutrition programs to schools currently without food service. Schools' nonparticipation in the lunch program today is due less to problems of developing and funding suitable systems than to convincing school officials and local communities of the need for food service programs.

4. The Department of Agriculture and the State educational agencies should step up efforts to increase the level of student participation in schools with food service programs. A good starting point for these efforts is the high school participation study discussed in past issues of Type A Topics.

5. Efforts to upgrade school food service personnel through training and other means should be continued. To assure good quality meals, a pleasant atmosphere, and a feeling that the program is trying to meet children's needs, competent personnel must be trained in their work and should be satisfied in the job they are doing. In addition, the food service staff should have sufficient technical knowledge to use the lunch program to support nutrition-related teaching.

6. Federal funds to help strengthen State administration of the child nutrition program should be increased. The Council supports increased Federal funding for State administration of the programs. It takes the position that State child nutrition staffs should have the managerial capability to: (a) help stimulate nutrition activities by teachers and other school personnel and to coordinate them with food service programs; (b) help schools and institutions establish and maintain high-quality food service programs; and (c) properly administer and monitor the use of Federal and State funds.

PLAN TYPE A LUNCHES FOR DIFFERENT AGE GROUPS

One way to satisfy teenagers' appetites is to give them a choice of food. Give the student a choice of two or more Type A lunches--a hot main dish and a cold salad plate or box lunch. The chart on page 5, entitled "Guide to the Amounts of Food for Boys and Girls of Specified Ages" gives serving sizes by age groups for each component of the lunch.

ADDITIONS TO THE NEW GUIDE

Several new pages have been added to include suggestions from users of the menu planning guide.

Sample menus using a worksheet. Five Type A lunch menus --planned for 300 and featuring the USDA recipe card file numbers, serving sizes, and corresponding amounts of food--appear on page 17. A blank copy of the worksheet appears after page 20 for your convenience.

Resource Materials. U.S. Department of Agriculture publications, Food and Nutrition Instructions and notices, and other helpful information sheets for planning school lunches are listed on pages 18 and 19.

1968 Recommended Daily Dietary Allowances (RDA's). The RDA's for specific age groups (6 to 10, 10 to 12, and 12 to 18 years of age) can be found on page 20. Note that RDA's established in 1968 have been used in this guide. The information and recommendations outlined in this revision are to be used until the 1973 RDA's have been interpreted and released by USDA for use in the National School Lunch Program.

WHAT IS YOUR SYSTEM OF MENU PLANNING?

Your menus may be planned more easily and effectively when a systematic method is followed. Using the revised guide, continue to follow a system of menu planning (page 6) which includes:

- . a well organized office in which to plan
- . all necessary reference materials arranged in an orderly manner
- . a special time to plan
- . planning for the total job

Menu planning for predetermined time period--two weeks to a month--assures a varied menu. A discussion of cycle menus as an approach to menu planning is given on page 15. The sample worksheet at the end of the guide may be helpful when you organize and plan your menus.

WITH A LITTLE HELP FROM YOUR STUDENTS

To help you plan menus, why not ask your administrator if your school can set up a student advisory council for the food service program? These councils have proved to be a valuable tool for promoting food service in many schools.

Student advisory councils work with the school lunch manager when school menus are planned. The manager explains to the council some of the guidelines which must be followed in a Type A menu. These include the Type A pattern and its nutritional basis, the amount of money to be spent per lunch, and the personnel, equipment, and time available for preparing the lunch. The students can often help a manager understand the kinds of foods they would like to see served.

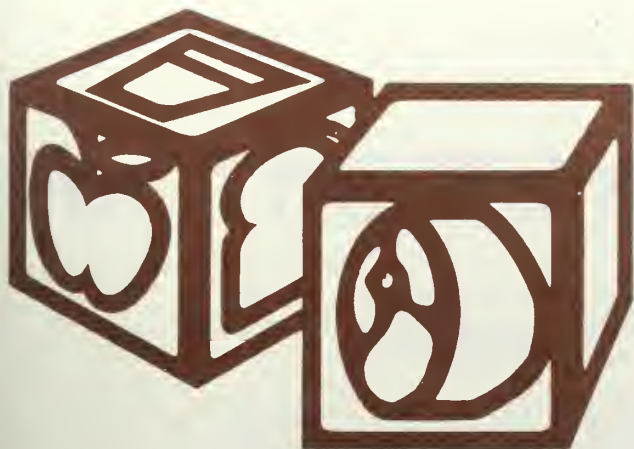
It makes good sense to involve your customers in planning the meals they eat. Managers have found that actively involved students more fully understand the goals of the food service program and why certain kinds and amounts of food must be served. When students are involved, participation goes up and plate waste goes down. The cafeteria often becomes a more pleasant place because of the students' pride in their program.

But don't stop there: the possibilities for student involvement are endless. If you're a high school food service manager, a teenage advisory council may be your goal. In several schools, this sort of group has asked for and received additional Type A serving lines, such as a salad line, soup and sandwich line, and "brown bag" line.

In one big city school system, the student advisory council even participates in "can cuttings," in which they sample and rate several varieties of brands of a food item. When students themselves select the green beans, they're sure to like them.

Remember, your participants can be your greatest boosters if they are involved in the food service program.

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color, or national origin.



DECEMBER 1974

TYPE A TOPICS

**CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE**

A NEW COST-REDUCING PRODUCT: CHEESE ALTERNATES

Today's high prices--for food, salaries, equipment and other overhead--are causing school food service managers to look for new ways to economize. It's good, and necessary, to find better ways to "cut costs," but at the same time special care must be taken to maintain good nutrition.

One way you can keep food costs down is through the use of "alternate foods." These new types of foods, like textured vegetable protein and enriched macaroni with fortified protein, are economical and nutritious. Since 1971, schools have had the option of using alternate foods in meeting requirements of the Type A lunch.

In August, FNS authorized use of another alternate food--"cheese alternate products." When used as specified, cheese alternate products may be used to supplement cheese in meeting the "meat or meat alternate" component of the Type A lunch pattern.

Cheese alternate products are a new class of foods that look and taste like cheese and have similar properties. They contain the protein, vitamins, and minerals of cheese, and are nutritionally equivalent to cheese. Although made from conventional ingredients, such as milk or animal proteins, and vegetable or animal fats, they are not a fermented product and are not labeled as "cheese."

THE "WHATS, WHYS, AND HOWS" OF CHEESE ALTERNATE PRODUCTS

QUESTION: How will cheese alternates compare to cheese in cost?

ANSWER: They will cost substantially less than cheese, although exact prices are not known at this time.

QUESTION: How do cheese alternate products fit into the Type A lunch pattern?

ANSWER: They may be used as a supplement to cheese in meeting the meat or meat alternate requirement, but only when they are used according to FNS directions.

QUESTION: What are the basic FNS requirements for using cheese alternate products?

ANSWER: 1. Cheese alternate products must be combined with natural or processed cheese. 2. At least half of this combination must be natural or processed cheese. 3. The combination of "cheese and cheese alternate product" must be used in a cooked food.

QUESTION: May cheese alternate products be mixed with cheese foods and cheese spreads?

ANSWER: No. Cheese foods and spreads are not 100 percent "cheese". They are a mixture of cheese and other ingredients. Only natural cheese or processed cheese (such as American, cheddar, Swiss, mozzarella, etc.) can be combined with cheese alternate products in meeting the meat or meat alternate requirement.

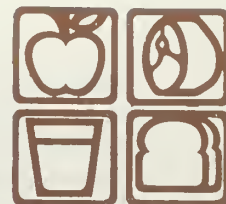
QUESTION: How do I mix the cheese alternate product with natural or processed cheese?

ANSWER: The cheese alternate product and natural or processed cheese must be mixed in the cooking or heating process so that the two can blend together.

QUESTION: Does this mean the cheese alternate product may only be used in cooked and heated dishes?

ANSWER: Yes. You can use it only in hot menu items such as macaroni and cheese, grilled cheese sandwiches, cheeseburgers, enchiladas, pizzas, etc.

For The Administrator



MENU PLANNING - ELEMENTARY STYLE

DECEMBER 1974

"Children love to be involved and this is one way they can share their ideas with the entire school lunch program."

By Leta G. Seal, School Lunch Area Supervisor,
South Bend Indiana School Corporation

At South Bend, we make our school lunch an exercise in nutrition education. To help achieve this, our present menu planning objectives are as follows: encourage elementary children to choose interesting and nutritious foods; show pupils that the study of foods can be fun; integrate the study of foods into other courses; and explain why the four food groups are beneficial as a lifetime meal guide.

We start off the program by informing our elementary principals at one of their monthly meetings that I am available to conduct two 1 to 1-1/2 hour nutrition education sessions for grades 3 through 6. (The sessions are held a week apart.) At this meeting I give the principals a summary of what the nutrition training session will be about. The principals notify teachers about the classes, and the teachers contact me to discuss dates, time, equipment needs, and number in class.

When conducting the program, I have found that elementary pupils are eager to participate, relate experiences, and show what they have learned. In the first session, some questions we discuss are: Why do we eat? What are the five senses and how do they relate to eating? What does the word "breakfast" mean? How many of you eat breakfast? What happens to you if you don't eat breakfast?

Using the family car as a familiar example, we talk about its upkeep--points, plugs, tune-up, and its refueling--gas, oil, water. In this context, we then discuss the necessity of eating regular, nutritious meals. On the blackboard we list the three major meals and when they are eaten. The class figures the number of hours between a car's refueling and compares this to the time between meals. (Some children become aware for the first time of the importance of a good breakfast.) It is pointed out that traditional breakfast foods need not always be eaten and the class is encouraged to suggest other foods. The four food groups and the Type A School Lunch pattern are discussed. We talk about how a pattern is used to make a dress and how a recipe is simply a pattern for cooking. When learning about Type A lunches, the children compare them with the food components of "sack" lunches.

Each day we conduct an "experiment." For our experiment on the first day, I pass out chocolate marshmallow cookies, ask the children to eat them, and then run their tongue over and around tooth and mouth. "What do you feel?" I ask. Next I point out that several foods, like carrots, celery, and apples are "nature's toothbrush." I then give the children some of these foods. The children see how clean their teeth are. Other "toothbrush foods" are suggested and the idea that they be eaten last is strongly made.

At the second meeting the four food groups and Type A patterns are reviewed. Ground rules for menu planning are made. Starting with the main dish, suggestions from the students are written on the blackboard. We follow the same procedure with the rest of the pattern. Each student has one vote for an item and the majority wins. This promotes considerable interplay about specific foods, textures, colors, preparation procedures, and likes and dislikes. (Sometimes a lesson in manners is appropriate when a food is suggested that someone doesn't like!) After each menu is completed, it is checked for four food groups and Type A fulfillment.

The results are very rewarding. There has been enthusiastic feedback, with remarks such as, "It's so much more interesting than reading it in a book" and "It was so interesting last time, we can hardly wait for your return." There are many new requests and repeat requests from teachers who have already participated. We are hoping for more class time in the future.

Menus are published in local papers on Wednesday for the following week. This gives parents a picture of school lunch and what is contributed to their children's daily food intake. Parents are invited to join children for lunch and visit the kitchens at any time. Some parents participate from time to time by eating at school with their children.

Do you have a nutrition program, a special lunchroom participation project, or other interesting story you would like to share with Type A Topics readers? If so, you may submit them to: Type A Topics Coordinator, USDA Food and Nutrition Service, Child Nutrition Division, Room 560, 500 12th Street, S.W., Washington, D.C. 20024. Be sure to include the "who, what, when, where and why" of your project.

QUESTION: How much cheese alternate product can be used in a meal?
ANSWER: Cheese alternate products must be mixed with at least an equal amount by weight of natural or processed cheese. No more than 50 percent of the mixture of cheese alternate product and natural or processed cheese can be cheese alternate product.

QUESTION: What is the maximum amount of cheese alternate product I may use when I mix it with natural or processed cheese?
ANSWER: When you are meeting the full 2-ounce meat or meat alternate requirement, you may use 1 ounce of cheese alternate product.

QUESTION: May I use less than 1 ounce of cheese alternate product?
ANSWER: Yes. For example, you may use 1/2 ounce of cheese alternate product with 1-1/2 ounces of natural or processed cheese. Restrictions are on the maximum amounts to be used, not on the minimum amounts.

QUESTION: If I decide to use only 1/2 ounce of cheese toward meeting the full 2-ounce meat or meat alternate requirement--on a cheeseburger, for instance--may I use the cheese alternate product without combining it with natural or processed cheese?
ANSWER: No. You must always combine it with natural or processed cheese for whatever part of the meat or meat alternate requirement you are meeting. In your cheeseburger example, no more than 1/4 ounce of that cheese component may be cheese alternate product. The other 1/4 ounce must be natural or processed cheese. Then, of course, you need 1-1/2 ounces of cooked lean meat to meet the full 2-ounce meat or meat alternate requirement.

QUESTION: How can I identify acceptable brands of cheese alternate products?
ANSWER: To get an individual brand of cheese alternate product approved, a company producing it must submit required analyses of the product to FNS for review. If approved, FNS then includes that brand on a listing of acceptable cheese alternate products. You may use only those products appearing on the list.

QUESTION: Where can I obtain a list of acceptable cheese alternate products?
ANSWER: Your State Agency or Regional Office will have copies of the list when products have been approved for use.

THE TEAM APPROACH TO NUTRITION EDUCATION

In sports we learn that teamwork is important. Did you know that teamwork can also be the key to a good nutrition education program for our schools? The team approach to nutrition education is happening in schools all over the United States. Teachers and school food service personnel are working together to initiate school food service related nutrition education programs for our schools.

In the past, managers tried to start nutrition education programs on their own. But they were often unsuccessful because their other responsibilities as lunch program managers allowed them little time for nutrition education activities. Since the teacher's primary responsibility is teaching, it seemed only natural that the manager could work with her to get nutrition education started in the school.

But the teachers had a problem too. They already had a full schedule and didn't have any room for a course on nutrition. They also didn't feel very comfortable teaching the subject, since they had had little or no instruction on nutrition in college.

And that's how the team began. The teachers knew how to teach and the managers knew lots of things about food that the students should know. They got together and planned nutrition education activities for the students based on creative learning experiences with food. These activities became a part of already existing classes such as social studies and science. Tasting parties, Foods Around the World, Science Experiments with Foods, and Experiments You Can Eat are only a few of the units being presented in classrooms.

Two books on the team approach to nutrition education have been developed by State level nutrition education personnel. These are based on nutrition education activities developed and used by teachers and school food service managers. They're full of good ideas on how to get a nutrition education program started for your school.

The two books are:

"Nutrition Education...Whose Job?"	"Let's Teach Nutrition," 1974
By Anita Ellis and Faith Gravenmier,	Ernestine A. McLeod
1974, West Virginia Department of	Department of Education
Education, Charleston, W.Va.25305	State of Arkansas
\$2.00	Little Rock, Arkansas 72201 \$5.00

This fall your school can have teamwork in the classroom as well as on the playing field. Why not make the team approach to nutrition education a winning combination for your school!

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color, or national origin.

THIRD-CLASS



DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

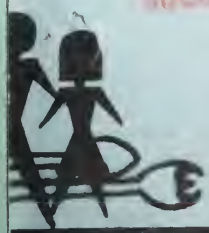
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SCHOOL FOOD SERVICES newsletter

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October 1974

MERCHANDISE THE SCHOOL LUNCH PROGRAM

One of the newest members of the school lunch bunch is Missoula Elementary School District No. 1. Nineteen schools are served Type A school lunches through the cooperation of the School District and the University of Montana. Menus have been posted on outlines resembling the main dish for the meal. Silver replicas of smiling knives, forks and spoons mark the silverware containers. Mobils showing the week's menus are swinging with the breezes in the hallways.

CELEBRATE!

NATIONAL SCHOOL LUNCH WEEK, October 13 through 19, 1974. This is the time to plan special activities to celebrate this week in your school. Why not place colorful bulletin boards and displays around the school and in the cafeteria? Why not ask the students what they like by setting up ballot boxes so students may vote for their favorite foods and menus? All schools are encouraged to serve the Universal Menu on Wednesday, October 16. The 1974 Universal Menu is as follows:

Circus Submarine Sandwich
Flying French Fries
Barnum and Bailey Green Beans
Big Top Fruit Cup
Greatest Chips on Earth (Chocolate Chip Cookies)
Midway Milk

AREA WORKSHOPS REMINDER

Plan to attend and participate, make new acquaintances and renew old. The workshops are one day in length, registration starts at 8:15 a.m. and the program is scheduled for 9 a.m.

Date	City
October 12	Anaconda — Anaconda High School
October 19	Wolf Point — Frontier Elementary Whitefish — Seventh Street School
October 24	Billings — Lewis and Clark Jr. High Lewistown — Highland Park Elementary Missoula — University of Montana Home Economics Dept. Women's Center
November 2	Conrad — Meadowlark Elementary Havre — Lincoln-McKinley Elementary

FOOD DISTRIBUTION PROGRAM NEWS

The first and second allocations of processed cheese were shipped to school food programs in one shipment. The allocation cards were dated August 14 and August 16, respectively.

The third and fourth allocations of frozen ground beef were shipped to school food programs in one shipment. The allocation cards were dated September 6 and September 24, respectively.

A small amount of butter and margarine was in storage from the last school term. The 466 cases of butter and margarine was allocated to school food programs having little or no inventory. These foods **were allocated with** no choice because of their similarity and number of units available.

Soon an "Excess USDA Donated Foods" memo will be mailed to each school food program. If you have USDA foods that you are unable to utilize before the end of this school year, please list them on the memo so arrangements can be made to transfer them to other school food programs.

We have a small amount of whole wheat flour in 50 lb. balers and a few 50 lb. balers of dry split peas. If your program can utilize some of these foods, please request by mail the amount you would like shipped. We will honor the requests on a first in basis.

Federal regulations require that all allocations of foods must be accepted by school food service personnel before we can ship the USDA foods to school food programs. Acceptance of these foods is accomplished by completing all parts of the acceptance cards including your signature. These must be completed in ink in order to satisfy audit requirements.

The School Food Service office must file claims against carriers for all USDA foods lost or damaged in transit. You can assist us with this task by doing the following:

1. If you have received USDA foods or found them at your locker plant after you had reported a shortage, write a statement to this affect.
2. If your drayman or agent has noted a shortage or damage on a shipment to your school have him prepare an *Exception Report* for you to mail to this office.
3. A claim against a carrier for lost or damaged goods must have a copy of your Original Freight Bill attached. Sometimes the Original Freight Bill is called the "Consignee Memo" or "Delivery Receipt." Therefore, whenever you have received a shipment that is short or damaged, please send us the original freight bill or a photo copy of it.

COMMODITIES FOR SCHOOLS

The United States Department of Agriculture is planning to purchase \$290 million in commodities this fiscal year. The foods will be purchased and delivered as early in the school year as possible. If the purchase commitment is not met, then cash will be issued to all schools. The total amount of money to be used for the commodity program breaks down to a value of 10 cents per lunch.

USDA proposes to meet legislative responsibilities by using food purchasing authorities in the following order: (1) Distributing surplus removal items acquired under Section 32; (2) Distributing Section 416 price support items; (3) Using Section 6 funds to purchase especially desirable commodities for the National School Lunch Program; (4) Relying on special authority to fill in any gaps. This authority *would not* be used to buy flour or oils for the National School Lunch Program.

The USDA has determined at this time that local prices for flour and oil are usually no higher than the price at which USDA can purchase these items; therefore, a better use of funds can be made when schools purchase these commodities locally and the USDA funds purchase other items such as meat, poultry and cheese for the schools.

Each school should continue to serve kitchen-made products — especially bread and other bakery products. Unless this practice is continued, ready-made breads, rolls, buns, cookies and the like will increase food costs or can result in a less desirable meal.

Purchases at the end of August included meat, poultry, cheese, dry milk and peaches. These commodities are scheduled for delivery from July through November.

—From USDA

PERSONNEL

We welcome Ann Ferguson as Nutrition Education Specialist for the School Food Services Program. Ann joins the staff through a special grant for an 18-month period during which time she is responsible for the supervision of "A Demonstration Project Implementing A Comprehensive Elementary Nutrition Education Program in Conjunction with School Food Services Programs and Intergrated with Other Curriculum Areas."

COOKS CORNER

HALLOWEEN

Halloween is a children's holiday. It can be a good opportunity to relate food to a special event. Perhaps you could ask a teacher to have the class make a display for the lunch room featuring the menu of the day. The menu could be displayed on a large pumpkin, a witch or a witch's cauldron. A pumpkin at this time of year can be an appropriate food-fun activity. School lunch managers could serve pumpkin in any of a variety of methods; pie, pudding, cookies, cake or quick breads. Teachers can use a pumpkin to compare a child's weight in standard or metric weight; counting the seeds; cut open a seed to examine the various parts; grow a seed; ask the school lunch manager to roast the seeds like sunflowers; taste a piece of pumpkin raw and cooked. A jack-o-lantern can be used to decorate the room.

Clever names, like "Witches Brew," "Spooky Spaghetti" and "Monster Muffin" on the menu add interest. Some foods that can be featured are: apples, pumpkin, peaches and squash.

PEANUT GRANULES!

A new commodity this year is peanut granules. Although a protein rich food, they can not be included as part of the protein requirement of the Type A lunch. The peanut granules are a desirable extra as they are a good source of protein, calcium, iron and riboflavin (a B vitamin). They add a crunchy texture and pleasant peanut taste when combined with other foods.

Peanut granules have a variety of uses. Listed below are some suggestions, but use your imagination to increase usage. Try peanut granules in some of your quick breads, rolls, (especially in the breakfast programs); breads; muffins; cakes; cobblers; any kind of cookies; fruit crisps; frostings; toppings on casseroles, meat loaf, or desserts; Nutty Fish recipe (D-38); fresh fruit or vegetable salads; jello salads; some soups, for example split pea; or with cooked vegetables such as green beans, cabbage with nuts (J-12B).

CRANBERRIES!

School lunch managers have been mixing the cranberry sauce and grapefruit juice together and serving it as a punch to students. It is worth a try; you may decide on the proportion that suits your taste.

Add sliced or diced cranberry sauce to your Type A salad plates for a colorful touch. Mix one can of cranberry sauce with two cans of applesauce for a colorful, tasty dessert.

Use cranberry sauce or a combination of cranberry sauce and applesauce as the filling for sweet rolls.

Add whipped cranberry sauce to a standard butter icing recipe and mix to a spreading consistency.

Don't restrict the serving of cranberry sauce to holiday time! It's delicious with chicken, turkey or other foods anytime of the year.

BUTTERSCOTCH OATMEAL COOKIES

(260 Cookies)

Ingredients

- 15 c flour
- 10 c shortening
- 7½ c white sugar
- 7½ c brown sugar
- 10 t soda
- 20 eggs
- 10 T hot water
- 20 c wheat flakes or oatmeal
- 10 t vanilla
- 3 t salt
- 5 pkg butterscotch chips
- Chopped Walnuts (optional)

Submitted by: Inez Townsend — Head Cook
School Lunch Program
Three Forks, Montana

Directions

1. Combine all ingredients
2. Drop by smallest scoop
3. Bake at 375, 10 to 12 minutes

IDEA SHARING—NUTRITION EDUCATION

Mrs. LaVerna Moothart, Supervisor, School Lunch Program, Fort Smith Elementary School, knows the value of good nutrition and is using the school lunch program as a teaching laboratory. We are sharing her ideas with you.

Lunchroom Bulletin Boards

I. Series of three: "Nutrition and What Makes a Lunch"

1) "What Is An A+ Lunch?"

Illustrations which depict foods included in a Type A+ lunch, with explanation of the food value of each.

2) "Eat a Rainbow for Lunch Today"

A big rainbow with a pot of gold filled with pictures of foods included in Type A+ lunch.

3) "Open Up for Good Food"

A large mouthful of nutritious foods (with teeth).

II. National School Lunch Week:

The bulletin board explained the national lunch being served throughout the U.S., and that boys and girls in all schools throughout the country would be served the same menu.

III. "You Are What You Eat"

A tennis-shoe fellow made of food cut-outs. Plastic silverware for hands.

IV. "Follow a Path of Good Food to the Holidays"

A path of food, with stops at holidays from Halloween to New Year's. Groups of children move along the path.

V. "All 'Board for Good Health"

A train made from vegetable cut-outs.

VI. Summer time Birthdays

Calendar of summer months showing birthdays of children in our school.

School Lunch-Coordinated Activities in School Curriculum

I. During National School Lunch Week:

- 1) Served national menu.
- 2) Grades K-3 made papier-mache fruits and vegetable for table centerpieces.
- 3) Grades 4-6 divided into two groups—Each group secretly planned a menu according to guidelines for a Type A+ lunch; then, with the guidance of the cook and the teacher (a former home economics teacher), the children cooked, served, and cleaned up after the lunch. The boys' group chose the theme "A Round-up Meal"; the girls' choice was "Dinosaur Delight" (following a science unit on dinosaurs).

II. A School lunch-math-coordinated lesson:

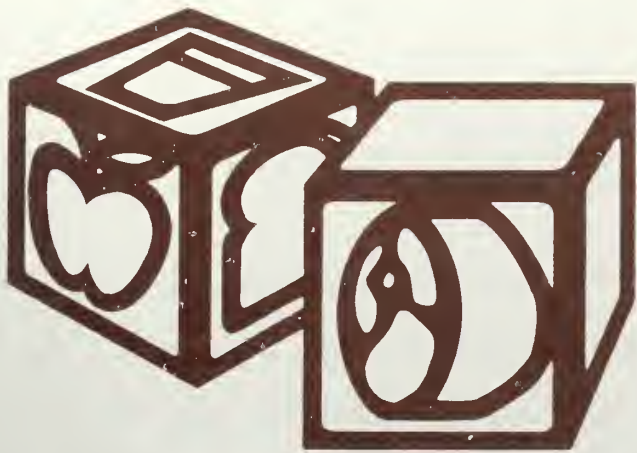
A sixth grade class, in connection with a unit on weights and measures, divided two recipes in half (review of division of fractions), learned to measure ingredients accurately, baked the desserts, and served them to the school as the dessert for the A+ lunch on two consecutive days.

III. When studying yeasts and molds in a sixth grade science class, the students baked cinnamon rolls (with assistance of the cook) and served them as part of the hot lunch program.

IV. School staff set up guidelines for lunch-room behavior and etiquette. Students were informed that the purpose of a hot lunch program was not only to feed children, but to teach nutrition, manners, etc. A film on table manners was also shown.

CORRECTION

In the September 1974 newsletter, 2½ lbs. sugar was omitted from the Cranberry Cake recipe.



OCTOBER 1974

TYPE A TOPICS

CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE

BE A GOOD MANAGER FOR THE SCHOOL LUNCH TEAM!

The new school year presents a good opportunity to take a fresh look at the management of your school food service--to examine it from an operational, financial, and nutritional standpoint. It's also time to introduce new ideas that you have gathered during summer meetings and workshops. If a careful evaluation of last year's operation suggests changes in your operation and management techniques, make them now.

Good program management is not a spontaneous thing. It requires know-how and the careful development of many special skills. Good management means:

- Planning ahead to determine the objectives for your food service.
- Organizing your employees to perform the defined tasks.
- Delegating responsibility and authority--directing, supervising, and coordinating the organization in its day-by-day activities to see that the objectives are carried out.
- Representing the food service to many people, including the students, school staff, parents, and the community.
- Seeing to it that the operation is successful in terms of economy and human relations.

THE HUMAN RELATIONS OF GOOD MANAGEMENT

Motivate your employees to produce at their most efficient levels by:

1. Recognizing Individuals. Even when your team is functioning efficiently, each member should be recognized as an individual with special interests, skills, aptitudes, and abilities. Encourage your employees' special attributes, first by recognizing them and then by developing them through personalized training and actual work experiences. This doesn't mean employees should be allowed to do just as they please. Rather, approach their interests with understanding and consideration. Also, give special attention to individuals who need or request additional training.

2. Giving Employees a Feeling of Belonging. An employee who is recognized as an individual often is cooperative and makes an efficient team member because his or her contribution to the common goal is acknowledged and respected. If you give thoughtful consideration to employees' suggestions, you can enhance their self-esteem and contribute to their sense of belonging.

3. Giving Employees a Sense of Accomplishment. Employees feel their work is worthwhile when they can perform significant tasks well. Make it a point to show your appreciation of good work and give full credit when it is due. Give your employees a sense of professional pride in the ultimate goal of the program--to protect the nutritional health and well-being of the students.

For The Administrator



OCTOBER 1974

Free and Reduced Price Policies - - Responsibilities of Administrators

Public Law 91-248, which amended both the National School Lunch Act and the Child Nutrition Act of 1966, spelled out the responsibilities of schools and institutions to provide free and reduced-price meals and to prevent discrimination against children who receive these meals. Section 6(d) of the law states that there shall be no "...overt identification of any such child by special tokens or tickets, announced or published lists of names, or other means." This mandate is supported by program regulations, Parts 245.1, 245.8, and 244.1.

Program regulations specify that the names of eligible children shall not be published, posted, or announced in any manner. These children shall not be required to work for their meals, use a separate dining area, go through a separate serving line, enter the dining area through a separate entrance, eat meals at a different time, or eat a meal different from the one sold to children paying the full price. The purpose of these provisions is to encourage students to participate in the programs without fear of being embarrassed or singled out, even though they are unable to pay the full price for their food service.

As a school administrator, it is your responsibility to establish a free and reduced price meal policy and to set up procedures to assure that students receiving free or reduced-price meals are not overtly identified.

Several school administrators operate under special circumstances which have permitted them to develop and use money collection systems that completely protect the anonymity of students receiving free and reduced-price meals. Money collection is one area where overt identification is likely to occur. And so, systems which protect anonymity are encouraged as desirable goals to work toward. Anonymity is not a legislative requirement, however. The law requires that the minimum effort school officials must make in this area is to take all possible measures to assure that these students are not openly identified.

In answer to the question, "How can you assure that the system now in use at your school fulfills program and legal requirements?", you may want to consider the following suggestions:

-- Look objectively at the overall operation of your school food service. For example, could a visitor at your school, purely

through observation, determine which students receive free and reduced-price meals?

- Determine if any procedure could be changed to further protect the identity of those receiving free and reduced-price meals. Make sure that these students do not have to wait in long lines to pick up their tickets. Other students might identify them as they wait in these lines.
- Encourage paying students to participate in the food service programs. You could offer discounts on weekly or monthly meal ticket purchases, as your budget allows. In addition to the obvious advantages of a higher participation rate, a larger number of paying customers decreases the visibility of students receiving free or reduced-price meals.

If you conclude that changes will improve your free and reduced-price policy procedures, you may wish to confer with your school food service district manager, or personnel from the State educational agency (or Regional Office where applicable), to obtain their technical assistance and approval.

4. Developing Employees' Skills. Take advantage of every opportunity to help your employees develop needed skills through group or individual training. When employees have adequate training and job skills, they feel comfortable in their jobs. Workshops, on-the-spot demonstrations, and staff meetings, in which technical know-how is taught, also help employees develop confidence in themselves. Written work schedules with clear instructions help employees realize just what is expected of them. Evaluating performance in regularly scheduled counseling sessions reinforces employee assets and points out areas where employees might need additional training.

A cooperative relationship between you and your employees helps make the school food service program more efficient and effective. Capitalize on the assets of your employees!

A WORD ABOUT THE INSERT

The center insert of Type A Topics is directed to school administrators because they have authority to coordinate the work of school food services and formal educational programs to achieve active nutrition education programs.

Although it is "For The Administrator," the center insert of upcoming issues may be of interest to the school food service staff and to the faculty as well.

MIND YOUR MANAGEMENT

HIDDEN FACTORS AFFECTING FOOD COSTS

Here are some items you should avoid to keep your operating costs down:

Errors in delivery	Carelessness in portioning
Spoilage in storage	Excessive leftovers
Waste in preparation	Discrepancies in cash
Shrinkage in cooking	Pilferage

HOW IS YOUR ACCOUNTABILITY RECORD?

Employees will perform better...

- if they know what is expected of them.
- if they are kept informed of how they are doing.
- if they are informed of and committed to program goals.

DECISION-MAKING . . THE KEY TO GOOD MANAGEMENT

School food service managers must constantly make decisions, often on the spur of the moment. Perhaps the worst failing in decision-making is procrastination--putting off making a decision that is difficult or personally distasteful. Successful managers have found these suggestions helpful in decision-making:

- Take time out to think through the implications of the decision.
- Get all of the facts, both the pros and cons of a given proposal.
- View the problem objectively and impersonally. Eliminate your own personal prejudices as much as possible.
- Think through the future consequences of an impending decision.
- Decide promptly, without procrastination. Remember, everyone makes a few bad decisions.

Child Nutrition Programs of the U. S. Department of Agriculture are available to all children regardless of race, sex, creed, color, or national origin.

DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

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in Montana
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THIRD-CLASS





SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction - Helena, Montana 59601

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September 1974

FOOD DISTRIBUTION PROGRAM BRIEFS

We have been advised that USDA policy for fiscal year 1975 regarding commodities for schools is as follows:

The USDA is planning early purchase and early delivery of foods averaging seven cents value per Type A meal served to children and a firm commitment that an additional three cents will be in cash or commodities with a decision on commodities as soon as possible.

The USDA proposes to meet the program responsibilities mandated in recent legislation by using food purchasing authorities in the following order: (1) Distributing surplus removal items acquired under Section 32. (2) Distributing Section 416 price support items. (3) Using \$64 million (for the nation) of Section 6 funds to purchase especially desirable commodities for the National School Lunch Program. (4) Relying on special authority to fill in any gaps. This authority will not be used to buy flour or oils for school lunch programs. The typical 416 items (Open-End) have been available to schools on an open allocation basis in the past, and the important goal for fiscal year 1975 of equalizing per meal support among states precludes the use of these items.

All USDA food will be allocated to schools on double post cards and will be allocated on the basis of Type A meals served to children. It is very important that school personnel use ink and fill in the cards properly including signature and return the cards immediately.

In the Fall mailing we included a Food Distribution Instruction and Record booklet to help food service program personnel complete all forms pertaining to this program. This booklet also contains information on properly receipting USDA foods when delivered. May we suggest that the person responsible for accepting and receipting for USDA food read this booklet and keep it handy for future reference.

A MENU PLANNING GUIDE FOR TYPE A SCHOOL LUNCHES:

How long has it been since you reviewed the booklet, *A Menu Planning Guide for Type A School Lunches*? A revised copy of this publication was included in the Fall mailing to all school food service programs. This can be a useful tool for school lunch managers and cooks. Why not refer to page 10 and 11 and refresh your knowledge of the nutritious Type A foods that contain vitamins A-C and Iron?

NUTRITION EDUCATION

The September 1973 issue of School Food Services Newsletter contained an article regarding the cooperative effort of the Department of Health and Environmental Sciences and School Food Services personnel in developing units of instruction for the teaching of nutrition education. These units have been completed and will be introduced to elementary teachers at the State Superintendent's Regional Workshops to be held throughout Montana the last week of August and first week of September. These units stress the learning and teaching laboratory that is available to those teachers who are employed by school districts that offer school food service programs. We know each school food manager and cook is aware of the importance of nutrition education and will cooperate with the administration and teachers in promoting sound nutrition.

LET'S CELEBRATE!

October 13 through 19 is National School Lunch Week. Now is the time to begin planning and coordinating special activities to celebrate the week in your school. All schools are encouraged to participate in the National School Lunch Week by serving the Universal Menu on Wednesday, October 16. The 1974 Universal Menu is as follows:

Circus Submarine Sandwich
Flying French Fries
Barnum and Bailey Green Beans
Big Top Fruit Cup
Greatest Chips on Earth(Chocolate Chip Cookies)
Midway Milk

For your use in ordering National School Lunch Week materials an order form was reproduced in the May-June, 1974 School Food Services Newsletter.

Be sure to read the suggestions in the Type A Topics for observing the National School Lunch Week. We shall appreciate your sending us reports of your activities.

COOK'S CORNER

Purchased Ravioli Short on Requirement: Occasionally schools purchase canned ravioli for the two ounce protein requirement. However, it takes about four cups per serving of purchased canned ravioli to meet the required protein portion. In other words a number 10 can serves only about three children. When cooking vegetables, have salted water boiling before adding vegetables so that the food will be exposed to heat for the shortest possible period of time.

Ms. Lillian Johnson, Manager, Hellgate and Sentinel High School Lunch Programs, Missoula submitted the following Cranberry Cake recipe. You may be interested in trying it.

CRANBERRY CAKE

- | | | | |
|----|------------------------------|----|---------------------------------------|
| 72 | eggs | 1. | Combine all ingredients. |
| 12 | lbs. Butter or Margarine | 2. | Divide between 12-18 by 26 inch pans. |
| 4 | No. 10 USDA cans Cranberries | 3. | Bake at 350° for 35 to 40 minutes. |
| 25 | lbs. Flour | 4. | Makes about 1400 2 x 2 inch pieces. |
| ½ | c Baking Powder | | |
| ¾ | c Soda | | |
| ¾ | c Salt | | |
| 1 | c Vanilla | | |

KEY POINTS FOR HANDLING FRESH, FROZEN READY-TO-COOK TURKEYS

Frozen ready-to-cook turkeys must be properly handled during thawing, preparation, cooking, cooling, and serving to avoid spoilage, or serious food poisoning.

Storing

- Store turkeys in freezer in shipping containers.
- Keep hard-frozen at 0° F or below.

Thawing

- Remove from freezer storage only the number of turkeys needed for one day's use. Necks and giblets may be retained in freezer at 0° F or below for later use.

—Thaw in original wrapper in refrigerator (35° to 40° F). Allow up to 3 days to thaw frozen turkeys 18 pounds and over, and 1 to 2 days to thaw turkeys weighing less than 18 pounds.

OR

—Partially thaw in original wrapper in refrigerator and then place in *cold water* until completely thawed.

—*Do not* thaw at room temperature and *do not* thaw in warm water.

Preparing and Cooking

—After turkey is thawed, clean as necessary — washing turkey thoroughly inside and out with cold water.

—Cook turkey promptly. Or refrigerate and cook within 24 hours after thawing. **DO NOT REFREEZE.**

—Serve cooked turkey promptly.

For complete instruction on storing, thawing, cleaning, cooking, cooling, and serving turkey see Cards D-7, D-8, D-9, and D-10 in the USDA Card File — “Quantity Recipes for Type A School Lunches”, PA-631.

From USDA

BREAD EQUIVALENTS

The Bread requirement for the various Child Nutrition Programs has been expanded to include a variety of bread alternatives. Because of the vast array of bread products available certain guidelines have been set up to determine which items are creditable toward meeting the bread requirement. Those bread equivalents which qualify must meet all regulations and government standards governing the Child Nutrition Programs; they must be served as an accompaniment to or be an integral part of the main dish; they must use whole-grain or *enriched* meal or flour and other cereal flours as the primary ingredient in their preparation. A creditable item must contain the equivalent nutrient value of a slice of enriched white bread, therefore appropriate weight/serving size has been determined according to this nutrient content, to solid content, to fat in relation to the caloric content, and to practicality of serving size!

Items which do not qualify as bread alternates are sweet foods such as cakes, cookies, pies, etc., which are usually served as dessert items; snack foods such as hard thin pretzels, corn chips, etc.; cereal products such as rice, bulgur, and pastas since these products are better used to round out the meals in regards to satiety and nutrients rather than as part of the bread requirement.

Following is a list of the bread equivalents. It should be noted that some of the items are commercially prepared and are often made with unenriched flour. Check label and manufacturer to be sure that enriched flour was used.

Items	Size	Approximate Weight	
		Grams	Oz. Per Unit
Bagels	1 Bagel	40	1.4
Doughnuts*	1 Serving	32	1.1
Pretzels, Dutch	2 Pretzels	16	0.6 pretzel
(Soft) Twisted			
Salt Sticks	1 Stick	25	0.9

Items	Size	Approximate Weight	
		Grams	Oz. Per Unit
Stuffing (Bread)**	1 Serving	80	2.8
Syrian Bread (Flat)	1 Section	25	0.9
Bread Sticks (Dry)	3 Sticks	7	0.2 stick
Graham Crackers	3 Crackers	7	0.2 cracker
Melba Toast	5 Pieces	4	0.1 piece
"Pilot" Bread	2 Pieces	16	0.6 piece
Rye Wafers (Whole Grain)	4 Wafers	5	0.2 wafer
Saltine Crackers	8 Crackers	2.8	0.1 cracker
Soda Crackers	3 Crackers	7	0.2 cracker
Taco Shells	2 Shells	10	0.4 shell
Zwieback	3 Pieces	7	0.2 piece
Dumplings	1 Dumpling	45	1.6
Hush Puppies	1 Serving	30	1.1
Meat/Meat Alternate Pie Crust		30	1.1
Meat/Meat Alternate Turnover Crust	1 Serving	42	1.5
Pancakes	1 Pancake	50	1.8
Pizza Crust	1 Serving	30	1.1
Popovers	1 Popover	50	1.8
Sopapillas	1 Serving	30	1.1
Spoonbread	1 Serving	30	1.1
Tortillas	2 Tortillas	25	0.9 tortilla
Waffles	1 Serving	30	1.1

*Bread item only in the School Breakfast Program.

**Bread in a serving of stuffing should weigh at least 25 grams or 0.9 oz.

Your state staff is:

H. Brisbin Skiles, Supervisor
 Elaine Hoover, Assistant Supervisor
 Flora Martin, Nutrition Consultant
 Jean Stock, Food Distribution Clerk
 Ruth Boyce, Assistant Food Distribution Clerk
 Linda Rosvall, Accounting Clerk
 Sofia Janik, Secretary

Our address is:

School Food Services
 Office of the Superintendent of
 Public Instruction
 Helena, Montana 59601

Our telephone number is:

449-2501

A toll free number 1-800-332-3402 is provided to help you reach individual staff members in the State Superintendent's Office in Helena.

Your Montana School Food Service Association Officers For 1974-75 Are:

Jeanette Underdahl, President
Montana School Food Service Association
Longfellow Elementary School
1101 7th Avenue South
Great Falls, Montana 59403

Carol Champman, Secretary
Montana School Food Service Association
East Junior High School
404 Central Avenue
Great Falls, Montana 59403

Erma Stinson, President Elect
Montana School Food Service Association
C.M. Russell High School
288 17th Avenue N.W.
Great Falls, Montana 59403

Margaret Twiggs, Treasurer
Montana School Food Service Association
1100 Fourth Street South
P. O. Box 2428
Great Falls, Montana 59403

Become active in your organization. Join the American and Montana School Food Service Associations. Membership dues are:

Montana Association Dues	\$ 1.00
American School Food Service Association for employees who work four or less hours per day	3.00
American School Food Service Association for employees who work four hours or more per day	5.00
American School Food Service Association for Supervisors	15.00

(For use by New Member)

Your Name and _____

Address _____

Zip _____

Nat'l Dues \$ _____

State Dues \$ _____

TOTAL \$ _____

My position is: _____

Approximate number of meals served per day _____

Public or Private school _____ School Grades _____

Return with dues to:

Margaret Twiggs, Treasurer
Montana School Food Service Association
1100 Fourth Street South
P. O. Box 2428
Great Falls, Montana 59403



AREA WORKSHOPS

The state School Food Services staff is conducting fiscal year 1975 area workshops for school food service managers, cooks and other interested school lunch personnel during October and early November. We would like to invite all public and private school food service personnel to attend. We extend a special invitation to those school personnel who have not recently attended a workshop. Plans are for these training meetings to be conducted in eight cities.

The area workshops are one day in length, registration starting at 8:15 a.m. and the program scheduled for 9 a.m.

<u>Date</u>	<u>City</u>
October 12	Anaconda — Anaconda High School
October 19	Wolf Point — Frontier Elementary Whitefish — Seventh Street School
October 24	Billings — Lewis and Clark Jr. High Lewistown — Highland Park Elementary Missoula — University of Montana
November 2	Conrad — Meadowlark Elementary Havre — Lincoln-McKinley Elementary

The workshops on October 24 occur the same time as the Montana Education Association meeting.

Do you plan to attend an area School Food Services workshop? Yes No
(check one)

I plan to attend the workshop at _____

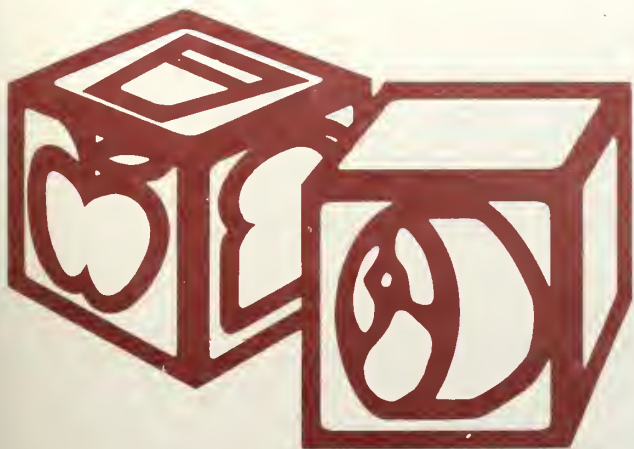
Name _____ Title _____

School _____ City _____ Zip _____

Date _____

Return by October 2, 1974 to:

H. Brisbin Skiles, Supervisor
School Food Services
Office of the Superintendent of
Public Instruction
Helena, Montana 59601



TYPE A TOPICS

CHILD NUTRITION PROGRAMS FOOD AND NUTRITION SERVICE U.S. DEPARTMENT OF AGRICULTURE

CELEBRATE!

On October 9, 1962, the Congress designated the 7-day period beginning the second Sunday of October of each year as National School Lunch Week. Every year since then, the President has issued a proclamation, calling on the people of the United States to observe the week with appropriate ceremonies and activities. This year's National School Lunch Week festivities are scheduled for October 13 through 19. Now is a good time to begin planning and coordinating special activities to celebrate the week in your school.

This month's Type A Topics suggests ways to help you make it a special week, one that will be fun for students and faculty, and at the same time an opportunity for you to encourage good nutrition and health.

WHAT CAN STUDENTS DO?

- Encourage students to submit recipe and menu suggestions for school meals. Place a "suggestion" box in the cafeteria.
- Place colorful bulletin boards and displays around the school and in the cafeteria to inform students and teachers about well-balanced school meals.
- Work with the school librarian and teachers to plan an exhibit on the National School Lunch Program. The display might feature the history of the program, nutrition education, statistics on cafeteria participation over the past several years, and a library display of publications and audio visuals on nutrition and foods.

-Hold a contest for writing commercial-type jingles, songs, poems, or essays to publicize National School Lunch Week. If you need judges, members of the school board or the school administrators might be willing to help out.

-Provide a guest book in the cafeteria for visitors to sign. Make sure that the book has ample space for visitors' comments and suggestions on the lunch program.

-Assist teachers in planning activities for students during National School Lunch Week. They may wish to conduct experiments with animals (mice, hamsters, etc.) to determine the effect of nutritional and non-nutritional foods on the animals' growth. Other projects they may wish to consider are taste testing parties and surveys of food preferences.

-Ask the students what they like! Set up ballot boxes so students can vote for their favorite foods and menus. Plan to use the "winning" entries in menus during National School Lunch Week.

-Work with students to help them assemble their own cookbook of favorite school menus or dishes.

-Encourage student suggestions on improving the decor of the school cafeteria. Perhaps students could do some of the redecorating themselves.

HOW CAN OLDER STUDENTS PARTICIPATE?

-Encourage school administrators to have a college placement officer or school food service supervisor speak to high school students about careers in school food service.

-October 16 is Universal Menu Day. (See the dancing elephant on page 3.) Assist students in calculating one or more nutrients contained in the Universal Menu. Plate waste studies could be done on this day to determine students' acceptance of the menu.

-Encourage students to keep a record of their own eating habits in and away from school. Help them calculate the nutritional contribution of one or more foods in a school meal.

-Ask students to write news articles on the school lunch program. These could be published in school or community newspapers. Students can also contact television and radio stations to publicize the school lunch program throughout the community.

For The Administrator



SEPTEMBER 1974

WHAT ABOUT STUDENTS WHO DON'T EAT SCHOOL LUNCHES?

The fact that your school participates in the National School Lunch Program represents a nutritional "plus" for your students. But on any given day, roughly 44 percent of students attending schools like yours don't eat the nutritious Type A lunches available to them. Recent studies show that these students generally substitute foods which are nutritionally inferior to Type A lunches.

Because of this, USDA's Food and Nutrition Service is working to increase school lunch participation. During the past few years, the problem has been studied and some ideas for increasing participation have been field tested. Results from these tests have been encouraging, in that many schools have been able to bring about increases in participation. All the successes however, have occurred where local school people have taken an active interest in improving their school's food service. Thus, we believe that increasing student participation requires positive input from all people concerned--students, teachers, food service personnel, parents and school administrators.

Thus far, efforts have been concentrated on improving school lunch participation in high schools, where student participation rates are lowest. However, much of what we have learned is also applicable in schools where younger students are enrolled.

There are several ways to make your school food service program more appealing to your students. For example, serving a choice of Type A lunches has increased participation. Some of these choices include Type A salad plates, Type A box and bag lunches, Type A soup and sandwich lunches, a number of choices within the Type A menu, and Type A lunches made up from the a la carte line. By selecting a la carte foods which make up a Type A lunch (for which the school receives reimbursement) students can obtain a nutritious lunch at low cost.

Offering choices, however, may not be enough to do the whole job. Many school officials are initiating new methods to stimulate and hold their customers' interest in the program. Some of the most successful efforts include:

- (1) Working with the Student Advisory Council to make the program what the students want and need.
- (2) Encouraging food service personnel to discuss the school lunch participation project with the principal and faculty in order to explain its importance and to solicit their support.

- (3) Making the meals attractive in appearance; decorating the lunchroom; promoting the program through the school newspaper; and involving art classes, the student council, and other student groups.
- (4) Serving lunches that highlight the distinctive eating customs of different ethnic groups. Lunches could also be geared to school extracurricular activities.
- (5) Keeping lunch prices as low as possible.

An excellent example of what can be done to improve sagging participation in a school's lunch program is found at the Kelly Walsh High School in Casper, Wyoming. Since last February, school lunch participation at Kelly Walsh has more than doubled. This increase did not happen by accident, but rather, through the work of a number of interested people in the school.

Mr. Lowell Myers, Kelly Walsh's principal, took the first step toward improving the school lunch program by appointing a student committee to work with the school food service personnel and the school administration. The committee has been instrumental in converting the a la carte line to the "Trojan" line (Trojan is the school's mascot) featuring a price break and a special dessert for students selecting Type A lunches. Other changes include the addition of a salad bar and a more varied entree and vegetable selection.

Additional committee suggestions have included green cake for St. Patrick's Day; chow mein to honor an exchange student; entrees named after teachers; public address announcements using a "teen angel" theme; and birthday cakes for students' birthdays. Sometimes a suggestion may seem strange to cafeteria manager, Mrs. Maxine Taggert, but as she puts it, "You've got to go along with what the kids suggest or they'll lose their enthusiasm."

With attitudes like these, it's no wonder that participation in the school lunch program is on the rise. But the committee has not stopped yet. They are in the process of lining up live entertainment for the cafeteria and have plans to paint a mural on the cafeteria walls.

Stories like this one from Kelly Walsh High School prove that the task of reaching more students with Type A lunches can be accomplished--given the school's interest and enthusiasm. What about your school?

INVOLVE THE SCHOOL FOOD SERVICE, TEACHING
AND ADMINISTRATIVE STAFFS

- Encourage teachers and administrators to eat school lunches during National School Lunch Week.
- Invite parents and grandparents, along with school board members, to eat lunch at school. You may want to sponsor a special guest meal during the week. This would be an excellent way to advertise your program to the community.
- Give a presentation at PTA and school board meetings to explain the daily duties and responsibilities of the school food service manager.
- Don't forget the personal touch. During National School Lunch Week, have school food service personnel introduced to the student body at a school assembly, athletic event, or in classes.

1974 UNIVERSAL MENU
WEDNESDAY-OCTOBER 16



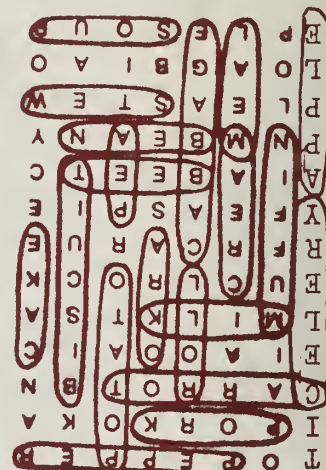
- Reproduce and make available to teachers copies of the paper-pencil nutrition game on page 4.
- Organize class tours through the food preparation and storage areas.
- Initiate nutrition instruction sessions for lunchroom personnel. These can be scheduled throughout the year.
- Coordinate a special nutrition activity with the physical education department. You may want to feature favorite menu items of the star athletes. Work with the athletic director (or a well-known and popular citizen in your community) to promote the lunch program.
- Initiate a group discussion among students, teachers, administrators and parents on topics such as "How to Initiate a Nutrition Education Program in our School" and "What Would Be an Effective Method of Recognizing National School Lunch Week?"

SCRAMBLE FOR YOUR FOOD

There are about 20 food words hidden in the scramble below. Find the words and circle them. Some are straight across and some are straight down. The circles may overlap.

T	O	P	E	P	P	E	R
I	P	O	R	K	O	K	A
C	A	R	R	O	T	B	N
E	I	A	O	O	A	I	C
L	M	I	L	K	T	S	A
E	U	C	L	R	O	C	K
R	F	R	C	A	R	U	E
Y	F	E	A	S	P	I	E
A	I	A	B	E	E	T	C
P	N	M	B	E	A	N	Y
P	L	E	A	S	T	E	W
L	O	A	G	B	I	A	O
E	P	L	E	S	O	U	P

Experience has shown that games can be effective teaching tools. The players learn while playing. Games arouse interest and motivation, while focusing attention on the facts to be learned.



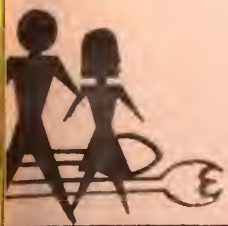
SCRAMBLE FOR YOUR FOOD

Child Nutrition Programs of the U. S. Department of Agriculture are available to everyone regardless of race, sex, creed, color, or national origin.

09/73

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371-716
M7671
May-June 1974



SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction - Helena, Montana 59601

May-June, 1974

FOOD DISTRIBUTION PROGRAM BRIEFS

"Information Sheets for the 1974-75 School Term" forms have been mailed to the school food service programs to be completed and submitted soon after this school year ends. This information is needed to prepare mailing decks for the coming school term.

"End-of-the-Year Inventory Report of USDA Donated Foods" forms have been mailed with the Information Sheets. Please take a *physical* count of all USDA donated foods on hand after your meal has been served on the day you close your program. Complete both copies of the form, submit one signed (IN INK) to the School Food Services office and keep one for your files.

"Open-End USDA Donated Foods" forms for your 1974-75 estimates of open-end foods have not been sent to school food service programs. Due to shortages, the status of these foods is not known at this time. If these foods become available, you will be advised.

"Food Distribution Receipt and Billing" for USDA foods shipped from January 19 through April 1974 were mailed to school food service programs on April 30, 1974. The receipts (buff-colored copy) are as important for us to have as the payments. In order for the receipts to be acceptable for a federal auditor, they must be signed in ink—no pencil signatures or photo copies of signatures are acceptable. Also, if you noted a shortage on the receipt then later crossed it off, the correction must be initialed in ink. If there is a shortage or damage noted on the receipt, please send us your copy of the freight bill or two good photo copies of the freight bill on which the short shipment was delivered. We will file a claim against the carrier. The food distribution clerks wish to thank you for your continued cooperation and hope that you have a very happy summer.

NEWS BRIEFS

Congratulations to Missoula Elementary School District No. 1 and the University of Montana for their combined effort to satellite Type A school lunches from the University Food Center to Central Elementary School.

During the first two weeks of operation over 80 percent of the enrollment of Central school have participated in this pilot program. In September the personnel who are now working and training at the Central school will be the managing hostesses of the other Missoula elementary schools.

To our knowledge this is the only cooperative food program between a university and public school and this program is looked upon with great interest by the Food and Nutrition Service of the USDA. Mr. Glen Hoffman, Central School Principal states the program has had a positive effect as an educational program through improved discipline, attentiveness and general school attitudes.

Congratulations to Missoula County High Schools for providing the opportunity for their students to enjoy better nutrition. Hellgate and Sentinel High Schools are serving a "Continental Brunch" five days a week from 7:30 a.m. to 10 a.m. The students may have a choice of school baked sweet roll, toast, or cereal with the serving of milk and juice. Approximately 750 students are taking advantage of this inexpensive food break. This "brunch" meets the breakfast reimbursement requirements.

COOKS CORNER

A bowl of shiny red, golden, or a combination of red and golden apples on the cafeteria line will be mighty appealing. Diced apples, celery, and nutmeats are a tasty trio in gelatin salads. Diced unpeeled apples and salted peanuts are a fun addition to cabbage slaw. Apple wedges are a crispy garnish for turkey salad served in a lettuce cup.

Storage Reminder

Do not store items such as paint, kerosene, gasoline, oils, naphthalene, soap, detergents, wax, polishes, mops, wearing apparel, etc., in the same area with foods. Provide a separate storage room for such items.

Don't Lose Nutrients

Conserve your food value by following these tips:

Use a sharp blade when you are trimming, cutting, or shredding fresh vegetables or fruit.

Cover and refrigerate diced or grated vegetables and fruits immediately after preparation, if they are not to be eaten right away.

Cook vegetables only until tender. If they are boiled use only the amount of water that is needed to produce the desired tenderness.

A tight fitting lid is a must.

Save any remaining liquid from cooked or canned vegetables to use in soups, gravies and other dishes, nutrients from the original product end up in the liquid.

AREA WORKSHOPS

The state School Food Services staff plans to conduct fiscal year 1975 area workshops for school food service managers, cooks and other interested school lunch personnel during October and November. At this time four of the eight sites have been confirmed.

October 19	Wolf Point — Frontier Elementary School, Scobey Route
24	Billings — Lewis and Clark Junior High School
November 2	Conrad — Meadowlark Elementary
2	Havre — Lincoln-McKinley Elementary School

MINIMUM WAGE LAW

The following are some salient features of the Fair Labor Standards Act and the minimum wage law. This applies to school employees who are specifically covered by this Act, including all school food service personnel who work more than one hour.

The minimum wages to be paid as of May 1, 1974 are \$1.90 per hour. The minimum wage increases to \$2.00 on January 1, 1975; \$2.20 on January 1, 1976; and to \$2.30 on January 1, 1977.

Overtime pay shall be paid after a 40 hour week and it shall be at the rate of time and a half the regular salary of employee. If an employee receives a monthly salary it doesn't exempt them from overtime pay.

SUGGESTED MENUS FOR TYPE A LUNCH—MAY 1974

Toasted Cheese Sandwich (G-8)
 Potato Salad/Hard Cooked Eggs
 Lettuce—Green Pepper Rings—Carrot
 Sticks
 Orange Whip* (C-17)
 Milk
 Cookies

Butter is used in the recipe for toasted cheese sandwich.

Orange* and Grapefruit Juice*
 Tacos-Beef-Cheese/Lettuce/Tomatoes
 Pinto Beans
 French Bread* — Butter or F. Margarine*
 Milk
 Brownies

Offer a choice of French bread or garlic toast.

Fish Sticks—Catsup—
 Corn on the Cob
 Buttered Broccoli
 Congealed Waldorf Salad
 Roll* — Butter or F. Margarine*
 Milk

Frozen or fresh (when available) corn on the cob is a popular "finger" vegetable in schools.

Chicken* and Noodles or Spaghetti
 Golden Carrots
 Green Pea Salad
 Mixed Fruit/Orange Sauce*
 Yeast Biscuit* — Butter or F. Margarine*
 Milk

If Protein-Fortified, Enriched spaghetti is used, 1 oz. (which will measure 1/2–3/4 c. cooked) may be used as 1 oz. of meat alternate when used in combination with meat, poultry, fish or cheese.

Meat Potato Burgers (D-37)
 Cabbage — Green Pepper Slaw
 Peach Slices
 Cornbread* (B-7) Butter or F. Margarine*
 Milk

The size serving of the meat potato burger designated in the recipe provides the equivalent of 2 oz. serving of cooked lean meat and 1/2 c. vegetable.

* Indicates use of USDA Donated Foods.

A Vitamin A and C food is used in each menu.

Alphabet and Number refer to Type A School Lunch Recipe Cards.

FRUIT AND VEGETABLE JUICES

The Type A lunch must contain three-fourths cup of two or more vegetables or fruits or both. Full-strength vegetable or fruit juice may be counted to meet not more than one fourth cup of this requirement. Fruit and vegetable juices supply about the same nutrients as fruits and vegetables.

Fruit and vegetable juices are easy to prepare and serve and they introduce variety into the menu. A one-fourth cup serving of fresh, reconstituted frozen, or canned juice helps children obtain some of the nutrients that are essential for good health.

The Food and Drug Administration has established a standard of identity for fruit juice beverages. This measure assures the percentages by volume of full-strength juice that is necessary for a fruit beverage to be named as a "fruit juice," "nectar," "Fruit juice-drink," or "ade." For example:

"FRUIT JUICE" contains 100% full-strength fruit juice.

"NECTAR" contains at least 50% full-strength juice.

"JUICE-DRINK" contains at least 30% full-strength juice.

"ADE" contains 15% full-strength juice.

"DRINK" contains at least 6% full-strength juice.

"FRUIT FLAVORED BEVERAGES" made from powders and syrups do not make a contribution to Type A lunch requirements.

Fruit juice drinks make a contribution to the lunch requirement only to the amount of full-strength juice they contain. For example, if a juice-drink contains 50% full-strength juice, a half-cup of the juice drink would be needed.

GRAPEFRUIT JUICE

As a beverage straight or sweeten it up by adding a simple syrup. Combine with orange juice or other juices as a beverage. Color with red food coloring (not too much) and add sugar to make the juice more acceptable to the children.

PLAN TO CELEBRATE NATIONAL SCHOOL LUNCH WEEK

October 13 through 19, 1974

We have reproduced an order form listing National School Lunch Week materials that are available through American School Food Service Association of Denver. All schools are encouraged to participate in the National School Lunch Week by serving the Universal Menu on Wednesday, October 16. The 1974 Universal Menu is as follows:

Circus Submarine Sandwich
Flying French Fries
Barnum and Bailey Green Beans
Big Top Fruit Cup
Greatest Chips on Earth
(Chocolate Chip Cookies)
Midway Milk

* SUPER SUBMARINE SANDWICH	<i>100 Portions</i>	*
* French rolls 100	Directions	*
* or 5" equivalent	1 For each sandwich spread each roll or	*
* pieces of French	bread with 1 tsp. of butter and	*
* bread	mayonnaise.	*
* Butter 1 lb., 2 oz.	2. Top with 1 oz. sliced turkey, 1 oz.	*
* Mayonnaise 2¼ cups	sliced cheese, 2 tomato slices and ¼ cup	*
* Turkey, cooked and 6¾ lb.	lettuce leaves.	*
* thinly sliced	3. Replace top of roll. Chill until ready to	*
* Or	serve.	*
* Bologna 6¾ lb.		*
* American cheese, 6¾ lb.		*
* thinly sliced		*
* Tomatoes, fresh 11 lb., 4 oz.		*
* sliced		*
* Lettuce, shredded 3½ lb.		*

1974 ORDER FORM

for National School Lunch Week Materials

(Minimum Order Is \$3.00)

POSTERS: Elephant is third in the "You Are What You Eat" series of posters for National School Lunch Week. Use year around—no date on poster itself. Orders include a banner with printing: "National School Lunch Week, October 13-19, 1974." Banner can be hung with poster or separately. Poster is 22" x 24½".

Each	\$.75
10	\$ 2.50
25	\$ 5.25
100	\$17.50
250	\$44.50



BALLOONS: Most popular of last year's items (and better source delivery promised this year!), balloons feature the new happy elephant and "You Are What You Eat" headline printed in black on assorted colors. Packaged 100 to a bag only. Give each child a balloon to celebrate NSLW.

100	\$ 1.95
500	\$ 8.75
1000	\$17.00

FOLDERS: New elephant theme is featured on a folder that holds 8½" x 11" papers. Good for public information kits, for mailing information on school lunch, for students to keep course papers in, or as convention or program information brochure covers. Mark up your own profit and sell to all interested at the same time you promote "You Are What You Eat" theme. Two pockets inside.

Each folder	\$.60
10	\$ 2.50
25	\$ 5.50
50	\$10.50
100	\$19.50

NOTE PADS: Delightful elephant illustrates note pads this year with "You Are What You Eat" on each. Pads measure 8½" x 5½" with 50 sheets to a pad. Third year for this popular idea—great gift or money raising item.

Each pad	\$.70
10	\$ 4.00
50	\$18.50
100	\$35.00

BUTTONS: Smiling elephant decorates kid-sized buttons (2" in diameter). Each has tab (for attaching to child). These are great promotion for nutritious food all year around.

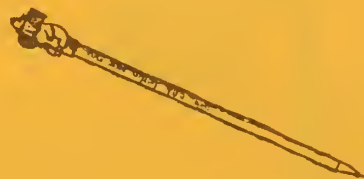
10	\$ 2.00
100	\$ 7.75
500	\$37.00
1000	\$66.00



1975 CALENDARS: Another full color calendar features young children and their view of their future careers, each stressing "You Are What You Eat". Add your own profit to cost (below) and sell as money raising project to PTA members, teachers, students, neighbors and townspeople. Give away to press, politicians, school boards—friend and foe alike! (Last year many developed nutrition education programs around message of calendars.) Same high quality and printing as last year—compare with store calendars costing five times as much! Buy in large quantities and take advantage of lower costs—and more profits for your group's projects. Folded calendar measures 11" x 8½";

opens to 11" x 17". Each is plastic wrapped.

1	\$.70
10	\$ 6.70
25	\$ 9.75
100	\$38.50
250	\$94.00



PENCILS: Another child pleaser, this round pencil in different colors ("You Are What You Eat" printed in black) is topped by a plastic elephant! Put one in the hands of each school child and there will be weeks of carry-over for the NSLW theme to classroom activities. Packed and sold 100 to a box (minimum) for year-around promotion for good nutrition or great gifts.

100	\$ 10.25
500	\$ 51.00
1000	\$100.00



SEALS: Self stick seals with same smiling theme elephant and "You Are What You Eat" message can be used for attaching to stationery, note paper, memos, postcards, name tags, place cards and anyplace else one can think up! In color, each sticker measures 1¼" in diameter. Minimum order of 100.

100	\$.50
500	\$1.50
1000	\$2.50

BEAR BADGES: Last year's name badge, particularly for those working in school foodservice, is available again this year. Perfect for identifying yourself to students, PTA or the rest of the public at the same time you promote the theme "You Are What You Eat". Big 4" full-color badge can be worn each day—year in, year out.
 Each\$.60
 5 to 14, each\$.50
 15 or more, each\$.45



TIGER PUZZLES: Carried over from last year is this top quality puzzle (tough enough for real puzzle buffs). Features tiger from first year of "You Are What You Eat" theme. Each puzzle is packaged in plastic. When put together, puzzle measures 17" x 10½".
 Each\$.60
 25 to 49, each\$.45
 50 or more, each\$.40

TIGER NOTE PAPER/ENVELOPES: Informals feature tiger from first year's effort to promote "You Are What You Eat". Folded note size is 5" x 3½". Each package contains 10 notes and 10 envelopes.
 Each package\$.45
 10 packages\$ 4.00
 25 packages\$ 9.25
 50 packages\$19.00
 100 packages\$37.00

COLORING BOOK: Always a favorite, this fun item discusses food and helps teach nutrition to primary and preschool classes.
 Each\$.20
 More than 25, each\$.15
 Write for large quantity discounts.

ACTIVITY BOOK: Another winner with children, this fun-filled book contains puzzles, games, word games to teach nutrition in elementary grades two to six.
 Each\$.20
 More than 25, each\$.15
 Write for large quantity discounts.



YUMMY RUMMY: Popular rummy card game now teaches nutrition to all ages.
 Each\$ 1.25
 10 or more, each\$ 1.00

Mail orders to:

School Lunch Week Department
American School Food Service Association
4101 East Iliff Avenue
Denver, Colorado 80222

QUANTITY	ITEM	COST
	Posters	
	Balloons	
	Folders	
	Note Pads	
	Buttons	
	Pencils	
	Seals	
	1975 Calendars	
	Bear Badges	
	Tiger Puzzles	
	Tiger Notes/Envelopes	
	Coloring Book	
	Activity Book	
	Yummy Rummy	
(Minimum Order, \$3.00) TOTAL:		

MINIMUM ORDER, \$3.00

I enclose my check for \$_____

Circle month preferred for mailing (orders take from three to six weeks for delivery).

MAY JUNE JULY AUGUST SEPTEMBER

All orders mailed after **SEPTEMBER 1st** will be charged for special handling.

No order accepted after **SEPTEMBER 15th**.
MINIMUM ORDER IS \$3.00.

Name of organization_____

Ordered by_____

Give name and address where orders should be shipped:

Do not use your P.O. Box number for large orders.

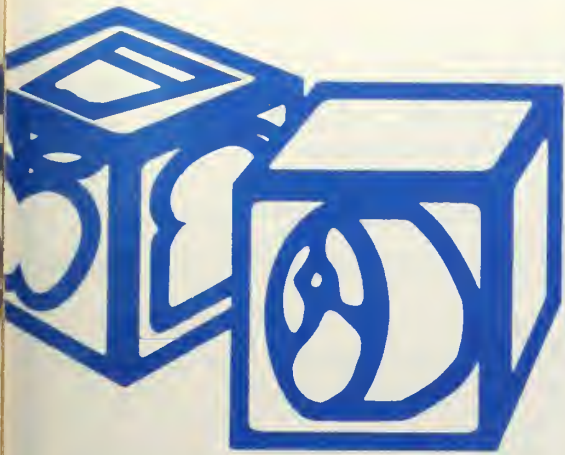
Name_____

Street Address_____

City_____

State_____ Zip_____

MAY 1974



TYPE A TOPICS

CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE

BEGIN AN ENERGY CONSERVATION PROGRAM!

Growing national awareness of the importance of conserving energy has made saving energy in the school kitchen a timely topic. A recent study sponsored by the National Science Foundation has disclosed that over 10 percent of the Nation's energy goes into producing, processing, and preparing food. As a food service manager, you can make a substantial contribution toward saving energy in the school cafeteria.

Close attention to the conservation of energy makes good business sense. When you find ways to reduce the amount of fuel and power used in the kitchen, you also reduce costs and overhead.

This issue of Type A Topics presents several energy-conserving ideas that school food service managers have successfully employed. You may also want to invite students, school personnel, and food service employees to submit their ideas on saving energy. With the help of all these suggestions and your own creativity, you should be able to devise a dynamic program of your own. Begin conserving energy in your school today.

SAVE ENERGY IN MENU PLANNING AND COOKING

Plan meals for most efficient use of food service equipment power.

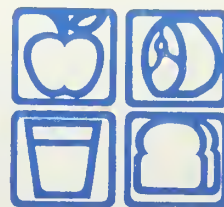
- Consider total oven-baked meals. Convection ovens are fast and use the least fuel.
- Consider preparing a cold lunch once a week. With warmer weather coming, a cold sandwich or salad plate may be a welcome change.
- When planning menus, keep in mind the equipment necessary. How much energy will it take to prepare a dish?
- Make a cooking and baking schedule which takes advantage of "companion" baking. Double the recipes for cakes, cookies, and other foods and freeze half for another day's use.
- Remember to cover pots to speed cooking and reduce heat loss.

SAVE ENERGY THROUGH EQUIPMENT SELECTION, OPERATION, AND MAINTENANCE

Know your equipment and how to operate it to its maximum efficiency. Use the most economical equipment to accomplish the required cooking task. Equipment that is larger than necessary--for example, oversized refrigeration--requires more power.

- Know the oven temperatures called for in recipes: Very slow, 250-275; Slow, 300-325; Moderate 350-375; Hot, 400-425; Very hot, 450-475; Extremely hot, 500-525.
- Preheat ovens only for a minimum period; and turn them off promptly when cooking is completed. Open the oven door to check on foods only when absolutely necessary.
- Set burners no higher than necessary. Your ovens or burners will not preheat any faster when set for a higher temperature than is needed.
- When buying equipment, compare the relative costs in energy consumption. You may waste energy if equipment exceeds your requirements. However, don't sacrifice efficiency or safety.
- Remove food from cold storage, refrigerators, and ovens quickly to avoid unnecessary energy waste. Don't overload refrigeration facilities.
- Equipment that is properly maintained uses less energy, works better, and lasts longer.
 - Have equipment thermostats tested on a regular basis.
 - Check refrigerator and freezer door gaskets for air leakages.
 - Defrost refrigerator coils regularly for efficient operation.

For The Administrator



May 1974

FOUR BILLION LUNCHES!

For the first time in the 27-year history of the National School Lunch Program, lunches served under the program during a one-year span (FY 1973) exceeded 4 billion. We took a few seconds to reflect on this accomplishment--what it means and what it took to achieve.

It is difficult to imagine serving 4 billion lunches in an entire lifetime. But the teamwork of many people has made this possible in one short year.

We feel a great deal of gratitude towards the many who have made it possible--our own field personnel, cooperators at the State and school district levels, the local educational officials, and the food service workers on the scene who see to it that lunches are available every school day, and, of course, the many students and parents who support the program.

This past year's Type A Topics has been devoted to "timely topics" concerning the National School Lunch Program. Stressed throughout these issues was the need and importance of a comprehensive and ongoing nutrition education program. Coupled with a program of nutrition education, the National School Lunch Program becomes more than just a food delivery program. Properly coordinated with classroom work, the lunchroom can become a laboratory for promoting the principles of good nutrition, sanitation, health and social courtesies. Your support and coordination of lunchroom activities with classroom nutrition education can assure the success of your National School Lunch Program.

Correction: The last paragraph of the For The Administrator insert, March 1974, incorrectly stated: "It is advisable to thaw frankfurters in hot water."

As is stated in the instruction on the box, this should read:

THAW FRANKFURTERS BEFORE HEATING IN HOT WATER.

(This means if frankfurters are prepared by heating in hot water, it is advisable to thaw frankfurthers before adding to hot water to prevent splitting or cracking.)

SUGGESTED PROCEDURES FOR THAWING:

Thaw frankfurters in refrigerator at temperatures ranging between 35 degrees to 40 degrees F. It takes approximately 12 hours (or overnight) to thaw.

OTHER ENERGY-SAVING IDEAS

There are many more energy-saving ideas that can be put to good use in the school kitchen. What can you add to this list?

1. Save hot water

Use hot water sparingly. Have water temperature lowered to minimum standards. But water temperatures for dishwashers should not be set below 140 degrees F. for washing, 180 degrees F. for rinsing.

Consider insulating hot water storage tanks and all exposed heating pipes and ducts.

Report leaking faucets, especially hot water faucets. One drop of water per second will amount to thousands of gallons a year.



2. Save heat.

Draw window shades in severe hot or cold weather and at night.

Consider getting roofing and wind barriers for food transport areas to prevent loss of heat during the loading period.

Seal off rooms that are unused or used infrequently.

3. Save lighting.

Let the sun shine in. Make the most of natural light. Turn off unnecessary lights. Don't "kill-a-watt"!

Use fluorescent lighting. Fluorescent lights take a fraction of the wattage required by incandescent bulbs and last 30 times as long.

Have lighting shades, reflectors, and fixtures cleaned regularly for maximum brightness.

If you must use incandescent lights, try lower wattage bulbs in areas that don't need bright lights.

ENERGY CONSERVING MENUS

You may like to try these ideas for sandwiches and other lunches that meet the Type A Pattern. The first three menus make a minimum use of energy-consuming equipment. The fourth menu **uses** the oven to good advantage.

I

Tuna salad sandwich (G-9)
Deviled egg
Tossed salad with tomato (E-18b) with French Dressing (F-4)
Potato chips
Apple crisp (G-3)
Milk

II

Baked beans with sliced franks
Potato salad (E-14)
Pickle chips
Roll with butter
Orange
Milk

III

Toasted cheese sandwich (G-8)
Cole slaw (E-7)
Chilled fruit cup (pineapple, grapefruit, banana)
Vanilla cookie (C-25)
Milk

IV

Chicken or turkey pie with biscuit
topping (D-22)
Buttered broccoli
Cranberry-Fruit salad (E-11)
Gingerbread (C-14) with confectioner's sugar
Milk



SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

Apr. 1974

WITHDRAWN
APR 15 1974
LIBRARY BOZEMAN

March and April, 1974

MENTS

FOOD DISTRIBUTION PROGRAM BRIEFS

USDA DONATED FOOD USAGE:

All the donated meats should be incorporated in the menus planned for the remainder of the school year, as these foods definitely should not be held through the summer months. When planning menus, keep in mind that all USDA foods are *allocated to schools for use during the year in which they are received*. However, we feel that most of the programs cannot utilize all of the canned grapefruit juice, frozen orange juice, butter, margarine, flour and other grain products that were received so late in the school year. May we suggest that you take every precaution possible in storing these foods during the summer months. For added protection, store grain products in your walk-in refrigeration units. If you are storing frozen foods, be certain that someone has been assigned the responsibility of checking the freezers often throughout the vacation period.

CLAIMS AGAINST CARRIERS FOR DAMAGED OR LOST USDA FOOD:

Please send your copy (or two photo copies) of the freight bill on which damaged or lost shipments have been made. This will help in filing claims against carriers.

LAST RECEIPT AND BILLING FOR FREIGHT AND HANDLING OF USDA FOODS:

The third and last receipt and billing for freight and handling of USDA foods will be prepared and sent out in April, immediately after the last shipment of food has been made to the schools. Please receipt for the USDA foods on the buff colored copy of the receipt and billing form as soon as possible. Warrants may be sent in later. These receipts are necessary in order for us to complete our reports for the fiscal year.

INFORMATION CONCERNING USDA FOOD DISTRIBUTION FOR 1974-75 SCHOOL TERM:

Information concerning USDA Food Distribution for 1974-75 School Term forms will be sent out with the last billing. Please fill in both copies, return one copy to the School Food Services Office and retain the other copy for your files.

AVERAGE MONTANA REPLACEMENT VALUE OF USDA DONATED FOODS SHIPPED TO SCHOOL FOOD SERVICE PROGRAMS DURING THE 1973-74 SCHOOL TERM:

USDA Food	Value per Unit	USDA Food	Value per Unit
Frozen Ground Beef	60.50 Case	Bread Flour (5/10 lb. bags)	10.50 Baler
Frozen Cut-up Chicken	15.90 Case	Bread Flour (50 lb. bags)	9.10 Bag
Frozen Skinless Frankfurters	38.40 Case	Whole Wheat Flour	11.36 Baler
Canned Peaches	10.60 Case	Canned Grapefruit Juice	7.00 Case
Canned Pineapple	10.20 Case	Lentils	10.00 Bag
Canned Sweet Potatoes	11.20 Case	Margarine	13.90 Case
Canned Green Beans	9.65 Case	Rolled Oats	9.20 Baler
Dry Pinto Beans	9.95 Bag	Dry Split Peas (5/10 lb.)	25.52 Baler
Butter (32 lb.)	28.80 Case	Canned Purple Plums	10.10 Case
Butter (36 lb.)	32.40 Case	Canned Boned Poultry (Chicken)	68.11 Case
Peanut Butter	22.80 Case	Rice	12.40 Bag

(continued)

USDA Food	Value per Unit	USDA Food	Value per Unit
Cornmeal	7.90 Baler	Shortening	16.65 Case
Canned Cranberry Sauce	10.90 Case	Canned Tomatoes	8.50 Case
All-purpose Flour (50 lb. bags)	9.50 Bag	Rolled Wheat	10.00 Baler
All-purpose Flour (5/10 lb. bags)	10.50 Baler	Frozen Orange Juice	14.45 Case
Frozen Turkey (2 per box, average)	36.15 Box		

SCHOOL FOOD ADMINISTRATORS AND MANAGERS

School Food Services is planning to sponsor two sectionals within the Superintendent of Public Instruction Regional Workshops scheduled for August 26 through 29 in Havre, Great Falls, Missoula and Kalispell respectively and September 3, 5, 6 in Butte, Glendive and Wolf Point. One sectional involves nutrition education and is intended primarily for elementary teachers. The second sectional is intended for administrators, clerks and managers. The major topics for discussion will include record keeping, full cost accounting and educational aspects of food programs. Eight Workshops for school lunch managers and cooks are planned for October 12, 19, 24 and November 2, 1974. Locations for these workshops are to be determined.

CLOSING THE LUNCHROOM

It's almost May, time for vacation and time to prepare the lunchroom for closing until September. Here is a check list of helpful hints.

1. Plan menus to use all the food on hand before the close of school. Money saved now by using all food stocks on hand can be used to restock the storeroom in the fall. Plan to store as little food as possible over the summer; many foods lose nutritive value and quality during storage.
2. Clean storage areas thoroughly before using. Label and date all items so that they may be used first. Keep only foods in good condition. All food items should be stored on shelves or pallets. Refrigerate cereal products if at all possible. This prevents insect infestation. Repackage broken lots of foods in glass or tin containers with tight lids. Plan for some ventilation during the summer months.
3. File all records in a safe place. Keep only those school lunch records for the past three years. Place all recipes and other materials in a secure place. Also, they are school property and should not be removed. Inventory all food items on hand and file list with records. Also, listings should be made of all large and small equipment.
4. Thoroughly clean all mechanical equipment, including your can opener, and check for needed repairs. Oil all power-driven machinery. Needless to say, summer is an ideal time to have necessary repair work done. Defrost refrigerator and wash with warm soda water. It is to be turned off for the summer, disconnect it and leave at least one door open. Clean ranges and ovens; cover tops and ovens with oil or fat which does not contain salt. Remove all empty boxes and crates from storeroom so no hiding place is left for rodents. Destroy fire hazards. Check gas and electric conditions. Thoroughly wash entire lunchroom and spray insecticide recommended by your local health department.

ASTRODONUT—MANUFACTURED BY ILLINOIS CONTINENTAL BAKING COMPANY, INC.

The Astrodonut has been found to be acceptable for use in the School Breakfast Program and as a supplemental food in the Special Food Service Program for Children, as specified in FNS Instruction 783-5. The product complies with the product requirements and nutrition specification set forth in that instruction.

ORANGE JUICE DRINK GRANULES:

The Food and Nutrition Service, NTSS and CNP have concurred that orange juice beverage made from Lasco Brand, Orange Juice Drink Granules according to directions will contain 50 percent orange juice. The product is packed by the Allen Foods Inc. The Lasco Brand label contains the following information. "*Directions:* Pour contents of this can (18 oz.) into 117 fl. oz. (14.6 cups) of cold water. Stir until dissolved. Makes one gallon of Orange Juice Drink. *Qualifies for School Lunch Program* when reconstituted according to label directions, 4 fluid ounces (1/2 cup) of orange juice drink will contain the equivalent of 2 fl. oz. (1/4 cup) of single strength orange juice." The Lasco orange drink will correspond to juices, half strength, (50 percent juice) listed in the *Food Buying Guide for Type A School Lunches*, PA-270, page 73. One can (18 oz.) reconstituted = 1 gallon of orange juice drink.

ACCEPTABLE PROTEIN FORTIFIED, ENRICHED MACARONI:

Following is an addition to the December 1972 List of Processors and Private Label Distributors of Protein Fortified, Enriched Macaroni-Type Products.

Items	—	Macaroni
		Spaghetti
Brand	—	Protein—Plus
Company	—	John Sexton and Company
		1099 Pratt Boulevard
		Elk Grove Village, Illinois 60007

Part 210.10 Regulations—Requirement for Lunches

LIST OF COMPANIES PRODUCING APPROVED FORMULATED PIZZAS (Type 1)

The Food and Nutrition Service, Nutrition and Technical Services and Child Nutrition Program, have approved the listed companies' pizza, having three components of the Type A lunch meal requirements. The components are:

2 ounces equivalent cooked meat/meat alternate *or* 2 ounces cheese.
a serving of bread.
1 teaspoon of butter or fortified margarine.

The companies are:

Heinz U.S.A. Division
H. J. Heinz Company
P.O. Box 57
Pittsburgh, Pennsylvania 15230

John's
Anthony J. Pizza Food Products Corporation
Box 424
Chicago Heights, Illinois 60411

Lincoln Land Foods, Inc.
204 Main Street
St. Joseph, Illinois 61843

**U. S. DEPARTMENT OF AGRICULTURE
FOOD BUYING GUIDE FOR TYPE A SCHOOL LUNCHES—PA270**

MEAT AND MEAT ALTERNATES

Food as purchased	Purchase Unit	Servings per purchase unit	Serving size or portion	Purchase units for 100 servings	Additional yie information
(1)	(2)	(3)	(4)	(5)	(6)
TURKEY FOOD PRODUCTS, CANNED OR FROZEN—Continued					
Marval Poultry Co., Inc. Dayton, Va. 22821					
Marval Turkey Loaf (APHIS-235230) Frozen, Uncooked	Pound	2.96	2 ounces cooked turkey meat.	33.70	1 lb. AP=0.37 lb. cooked turkey meat.
		5.92	1 ounce cooked turkey meat.	16.90	
CHICKEN FOOD PRODUCTS, CANNED OR FROZEN—Continued					
Allied Foods, Inc. 450 Hills Place, N.W. Atlanta, Georgia 30318					
FROZEN FOODS					
CHILI CON CARNE made with chicken (Poultry Chili)	Pound	2.67	2/3 cup serving (about 1-2/3 ounces chicken meat)	37.50	1 lb AP=0.28 lb cooked chicken meat.
CHILI WITH BEANS made with chicken (Poultry Chili with Beans)	Pound	2.67	2/3 cup serving (equivalent of a 2-ounce serving of meat.)	37.50	1 lb AP=0.17 lb cooked chicken meat + cooked bean
LOPPY JOE BARBECUE SAUCE WITH CHICKEN (Poultry Barbecue)	Pound	3.56	1/2 cup serving (about 1-3/4 ounces chicken meat)	28.10	1 lb AP=0.40 lb cooked chicken meat.
PAGHETTI SAUCE WITH CHICKEN (Gravy with Poultry)	Pound	1.78	1 cup serving (about 1-1/3 ounces chicken meat)	56.20	1 lb AP=0.15 lb cooked chicken.
VEGETABLES, FRUITS					
Macu-Dry Company 801 Christie Ave. Suite 200 Beverlyville, Ca. 94608					
FRUIT DESSERT FILLING MIX					
Dehydrated Low moisture					
Apple —————	No. 10 can (3.75 lb)	90.00	1/4 cup fruit ————	1.15	Prepare according to directions on label.
Apple (cherry, peach, raspberry, strawberry flavor)	No. 10 can (4.75 lb)	90.00	1/4 cup fruit ————	1.15	Prepare according to directions on label.

FROZEN CONCENTRATED ORANGE JUICE

The frozen concentrated orange juice being distributed to schools and other eligible outlets is packed in 1 quart (32 fluid ounces) cans, 12 cans per case. The concentrated orange juice is U.S. Grade A, Style (a) without sweetener. Orange Juice can be used in a wide variety of ways either as prepared orange juice or undiluted concentrate.

Storing: Store cases of frozen concentrated orange juice in the freezer at 0 degrees F. or below.

Yield: Each quart can of concentrate will make 1 gallon of full-strength orange juice—32 1/2 cup servings or 64 1/4 cup servings.

To Prepare Full-Strength Orange Juice: Place contents of each can of frozen concentrated orange juice into a container and add 3 cans of cold water. Let stand 1/2 hour, stirring occasionally. Chill prepared orange juice in refrigerator. Stir before serving.

Directions for Thawing Concentrate: Thaw frozen concentrate in the can in cold water for about 1 hour; or at room temperature for about 3 hours; or in the refrigerator for about 8 hours.

Nutritive Value and Contribution to the Type A Lunch: Orange juice is an excellent source of Vitamin C. Schools participating in the National School Lunch Program may count 1/4 cup of full-strength orange juice as meeting the recommendation for the Vitamin C food in the Type A lunch. Also a serving of 1/4 cup or more full-strength juice may be counted to meet 1/4 cup of the fruit and vegetable requirement of the Type A lunch.

Uses: Both the prepared full-strength orange juice and the thawed concentrate can be used in a variety of ways:

- | | |
|---------------------|---|
| As a beverage | —Serve as orange juice or combine with other full-strength fruit juices such as apple, cranberry, grape, pineapple or prune. |
| In salads | —Use in gelatin salads or in fruit cups containing fruits like apples, apricots, bananas, pineapple, dates, raisins or prunes. |
| In sauces | —Make a sauce using orange juice, brown sugar, cornstarch, and raisins and serve with baked luncheon meat or ham.
—Try a sauce using orange juice, brown sugar, or cornstarch and ginger with pork or chicken. |
| In vegetable dishes | —Serve beets in orange juice.
—Glamorize sweetpotatoes, carrots, turnips and winter squash by a glaze of concentrate, brown sugar or honey, butter and a hint of nutmeg or ginger. |
| In desserts | —Use concentrate or prepared orange juice in cakes, puddings, fillings, icings, frozen or refrigerated desserts, cookies and even pastries.
—Combine concentrate with chopped apricots or crushed pineapple for a dessert sauce. |
| In breads | —Use prepared orange juice as part of or all of the liquid needed in biscuits, nut breads, rolls, coffee cakes and muffins.
—Combine with cranberries, dates or raisins in breads, sweet rolls and muffins.
—Sweeten concentrate with confectioner's sugar or honey and use as a glaze on warm muffins, cake and sweet rolls. |

SUGGESTED MENUS FOR TYPE A LUNCH

Oven Fried Chicken*
Glazed Carrots or Spinach
Whipped Potatoes
Baked Apple or Apple Wedge
Hot Rolls* Butter*
Whole Milk or Buttermilk

Have you tried serving a choice in Type A Lunches? Only selected items or all items on the menu may be different. For Vitamin C food, use enriched Vitamin C potatoes.

Hot Dog*
Fruit* Cup
Baked Beans (D-11)
Carrot Sticks
Milk
Peanut Butter* Cookies

This Type A Lunch can be served as a regular plate lunch or as a box or sack lunch. A little lemon juice in the fruit cup will enhance the flavor. Butter requirement can be met by spreading butter on the hot dog bun.

Tuna Salad on Lettuce Wedge
Half Deviled Egg
Broccoli
Pineapple* Slice
Whole Wheat Roll* Butter*
Low Fat Milk
Rainbow Gelatin

This Type A Lunch will appeal to those who are weight conscious. Cut gelatin of different colors into one-inch cubes and combine for a sparkling dessert.

Irish Stew (D-16)
Shamrock Salad
Orange
Cornbread Sticks* Butter*
Leprechaun's Delight
Milk

For Shamrock Salad, combine coarsely chopped lettuce and fresh spinach, and diced tomatoes. For Leprechaun's Delight, top each brownie square (C-8) with green tinted whipped topping (C-27). Garnish with peppermint candy.

Tomato Juice
Baked Scrambled Eggs (D-14)
Hashed Brown Potatoes
Chilled Peach* Slices
Blueberry Muffin* Butter* (B-10a)
Milk

If you have an unusual lunchtime schedule in the morning hours, why not try a "Brunch?"

*Indicates use of USDA Donated Foods.
A Vitamin A and C food is used in each menu.
Alphabet and Number refer to Type A School
Lunch Recipe Card



<p>Chicken Shortcake (D-27) Peas/Pearl Onions/Pimiento Fresh Orange Wedges Biscuit — Butter* Milk Plain Cookies*</p>	<p>Salad Plate with Chicken Salad on Lettuce Carrot Sticks, Radish, Olive, Stuffed Celery Fresh Orange Wedges Biscuit — Butter* Low Fat Milk</p>	<p>Chunks of Chicken in a creamy sauce over fresh, hot biscuits with a sprig of parsley for garnish makes "Chicken Shortcake."... One medium orange size 138 (California/Arizona) or size 200 (Florida/Texas) yields about 1/2 cup fruit and juice.</p>
<p>Spaghetti with Meat Sauce (D-30) Tossed Salad Fruit Cup with Orange Juice* Peanut Butter Cookie* French Bread — Butter* Milk</p>	<p>Cold Plate with Cottage Cheese Pear half filled with Cranberry Sauce* Peach Slices Red Gelatin with Orange Juice* Roll — Butter* Low Fat Milk</p>	<p>Offer a choice of French bread or Garlic toast... Arrange your salad plates to look "pretty as a picture." Don't ever let them look wilted.</p>
<p>Fish Portion with Creole Sauce (H-4) Buttered Steamed Potatoes Green Beans Apple Crisp Roll — Butter* Milk</p>	<p>Tomato Juice Chef's Salad with Lettuce, Diced Cheese, Diced Ham, Hard-Cooked Egg Slices, Dressing Fresh Apple Roll — Butter* Low Fat Milk</p>	<p>Be careful to meet Type A requirements in all your cold plates. It's easy, but you have to analyze your menu... Creole Sauce dresses up plain fish portions and adds a piquant flavor.</p>
<p>Meatloaf with Onion Gravy (D-36) Buttered Corn Buttered Broccoli Spears Lettuce Wedge with Dressing Bread — Butter* Milk Chocolate Cake with Frosting</p>	<p>Chicken Vegetable Soup Oven Cranberry-Cheese Sandwich* Carrot and Celery Sticks Frozen Orange Juice on a Stick* Cookies* Milk</p>	<p>The recipe for this unusual sandwich was sent with commodity usage ideas... Pour reconstituted orange juice into paper cups, partially freeze, add sticks, put back in freezer until solid.</p>
<p>Pork Chop Suey (D-45) Steamed Rice Orange Glazed Carrots* Banana Pudding Bread — Butter* Milk</p>	<p>Cold Plate with Sliced Bologna, Sliced Cheese, Potato Salad Sliced Tomato, Lettuce Fresh Banana Bread — Butter* Milk</p>	<p>Rice was first introduced in Charleston, S.C. in 1694 when it was brought there by Dutch ships... Always serve fluffy, steamed rice—not sticky, gummy rice.</p>

* Indicates use of USDA Donated Foods.
A Vitamin A and C food is used in each menu.
Alphabet and Number refer to Type A School Lunch Recipe Cards.

ICE IDEAS FOR SCHOOL FOODSERVICE

from



1. 5, Bulletin #2

oping with the "Lunch Crunch"

P.O. BOX 22802
HOUSTON, TEXAS 77027

Despite the additional 2¢ reimbursement rate to aid school foodservice programs, many directors have found it necessary to meet rising costs by increasing prices (with consequent loss of participation), or by finding ways to serve nutritious meals at lower cost. Prime candidates for the budget axe have been the relatively high priced meat items on the menu. Yet rather than limit the kinds of meat and the number of times served, it is often possible to provide a somewhat smaller portion -- making up the protein difference in other foods.

Here are some ways rice can help to create hearty, satisfying portions without sacrificing flavor.

- * Any meat entree that is served in a sauce or gravy, such as chicken a la king or beef stew, takes on added quantity and flavor when served over a bed of fluffy rice, since the rice grains absorb and take on the flavors of the entree.

- * Rice has proved itself an excellent extender when added to meat loaf, fish loaf or croquettes.

- * When used for stuffings, rice absorbs the rich and tasty juices of the poultry or it may be served alongside -- an especially good accompaniment when cooked in the chicken stock -- and given the added touch of a little soy sauce and chopped peanuts.

- * Rice may be incorporated easily in stews, casseroles or in soups to extend them and add a heartier quality. This incidentally is an excellent way to make use of small amounts of cooked rice that may be left from a previous meal.

Rice and the Energy Crisis

Rice not only furnishes energy as a nutritious food, but in these days when everyone is concerned with saving fuel energy, it offers advantages there too! It takes less energy (and time) to prepare a serving of regular milled white rice than a serving of potatoes made from scratch, for instance. But more important are some of the following techniques to use when preparing rice that will help you to achieve further fuel savings:

- * If you have been cooking rice at several different times during the day, or in several different locations, consider preparing a full day's supply at one time. Cooked rice will keep in excellent condition for up to four hours when held covered at 140° to 160° in shallow pans on the steam table, in oven compartments or in transporting equipment that is already heated for other items.

- * Plan ahead. Prepare extra rice for future use in salads or desserts. Cooked rice stores well in the refrigerator for several days or more. Simply cover it to retain the moisture and keep out flavors from other foods. If it is to be reheated, add one half cup liquid for each quart of cooked rice, then simmer briefly in a covered pan until hot.

- * Another way to save on fuel (and simplify your work): Make use of a piece of cooking equipment to prepare more than one menu item at a time. Rice is especially versatile in this respect, since it can be prepared equally well in the oven, a steamer or on the range top...a good way to use that extra oven space or steamer compartment.

RUBY-STUDDED TURKEY SQUARES

Meat

Main Dish D

100 Portions			
Ingredients	Weights	Measures	Directions
Onions, chopped	6 lb	1 gal	1. Saute onions and celery in butter until tender but not brown.
Celery, sliced	4 lb 4 oz	1 gal	
Butter or margarine	1 lb	2 cups	
Flour	8 oz	2 cups	2. Blend in flour. Mix and add chicken broth, dry milk solids, and seasonings. Cook, stirring constantly, until thickened.
Chicken broth		1 gal	
Dry skim milk solids	15 oz	1 1/2 qt	
Salt		1/2 cup	
Poultry seasoning		1 Tbsp	3. Add turkey and rice.
Black pepper		1/2 tsp	
Cooked turkey, chopped	6 lb	1 gal 3 cups	
Cooked rice	11 lb	2 gal	4. Spoon some of the mixture into the eggs. Pour into the rice mixture and blend thoroughly.
Eggs, beaten		56	
			5. Scale 9 lb 7 oz (1-1/4 gal) into each of 4 greased pans (about 12 by 20 by 2 inches).
Jellied cranberry sauce, diced	8 lb		6. Fold 2 lb (1 qt) cranberry sauce into each pan.
			7. Bake at 350° for 45 minutes or until mixture has set. Cut into squares.

SERVING: 1 piece, 2 by 3-3/4 inches, provides the equivalent of a 2-ounce serving of cooked lean meat and 1/3 cup vegetable and fruit.

- a. APPLE-STUDDED TUNA SQUARES: Omit cranberry sauce. Add 1 1/2 gal cored and chopped apples (unpeeled). Saute with onions and celery. Use 6 lb 8 oz tuna in place of cooked turkey. One serving (1 piece, 2 x 3-3/4 inches) provides the equivalent of a 2-ounce serving of lean cooked meat and 1/2 cup vegetable and fruit.
- b. APPLE-STUDDED TURKEY SQUARES: Omit cranberry sauce. Add 1 1/2 gal cored and chopped apples (unpeeled). Saute with onions and celery. One serving (1 piece, 2 x 3-3/4 inches) provides the equivalent of a 2-ounce serving of lean cooked meat and 1/2 cup vegetable and fruit.

Transporting in thermal containers or insulated cabinets: Immediately place prepared product in thermal containers or insulated cabinets to keep hot.

Transporting in thermostatically-controlled cabinets: Cover and hold at 140° to 160° up to 3 hours.

Transporting in single-service containers: Portion into individual containers. Overwrap. Refrigerate or freeze. Heat before serving.

MENU SUGGESTIONS

Ruby-Studded Turkey Squares

Seasoned Green Beans

Ambrosia

Roll Butter or Margarine Milk

Devil's-food Cake

Apple-Studded Tuna Squares

Broccoli/Lemon Butter

Carrot Sticks

Cornmeal

Roll

Butter or Margarine

Milk

Coconut Cream Pie

Apple-Studded Turkey Squares

Buttered Carrots

Jellied Cranberry-Orange Salad

Biscuit Butter or Margarine Milk

Oatmeal Crispies

THIRD-CLASS



DOLORIS COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

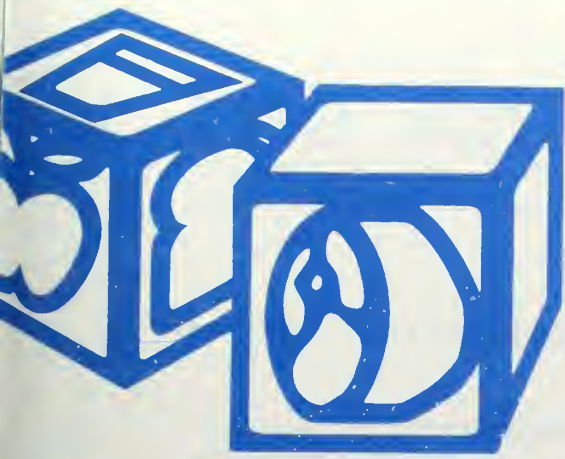
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MARCH 1974



TYPE A TOPICS

CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE

DEVELOPING A SOUND FOOD PURCHASING PLAN

How you plan your food purchases has never been so important as it is with today's increased food prices. Most commercial food service establishments can pass these costs on to their customers. But in school food service, the food service manager must use ingenuity to meet these costs, while at the same time maintaining the quality of the Type A meal.

How can you, the school food service manager, meet this challenge? The first step is to learn how to stretch your food dollar. To do this you must develop a sound food purchasing plan. This issue of Type A Topics is devoted to the food buyer.

THE FOOD BUYER

The person entrusted with purchasing food for any child nutrition program has a great responsibility. If you are the food buyer, you should:

- handle the school's money as carefully as if it were your own;
- establish regular hours for salespeople to call;
- know the principles of school food preparation;
- know the marketplace and how it works. This means keeping up on such matters as changes in crop conditions, fluctuations in prices, plentiful food supplies, food labeling, as well as newer forms of food processing, transportation, and storage.

You, as the food buyer, must also have the proper knowledge and skills to make the wisest choices within the limits of your budget, the Type A pattern, and the personnel force.

How can you keep up-to-date on all this information? There are several ways:

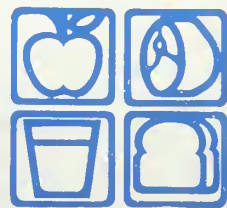
- food, farm and market reports and the Federal-State Market News Service brought to you by your local newspapers, radio, and television stations;
- State and local newsletters;
- food service management journals;
- training classes and workshops;
- sales representatives;
- visits to local produce houses and wholesale outlets

FOOD PURCHASING

There are basically two kinds of food purchasing procedures:

- informal or open buying where the purchasing arrangements are largely oral, by phone or other means. Price comparisons or call sheet buying is often used when a number of suppliers are close to your school.

For The Administrator



MARCH 1974

FRANKFURTERS--A POPULAR NEW COMMODITY

The hot dog is an important part of American food folklore. It is believed that the frankfurter originated in Europe as early as the 13th Century, but Americans made it popular. According to some historians, the hot dog on a bun was first served as a novelty food item at the 1904 St. Louis Exposition. The "red hots," as they were called, were sold by a Bavarian sausage peddler, Antoine Ludwig Feuchtwanger. Because the "red hots" were too hot to handle, he provided his customers with white gloves. When the gloves proved too expensive, he decided to make a bun to fit the sausage. Thus was born the popular sandwich-style hot dog.

In the early 1900's Harry Stevens, owner of a refreshment stand at the New York Polo Grounds, found his profits on cold drinks and ice cream declining due to cold weather. In order to cope, he began selling hot dogs from hot water bins. Throughout the stands was heard the cry, "They're red hot! Get your red hot dachshund sausages!" The name "hot dog" evolved and the product has become an all-American favorite.

Frankfurters are so popular, in fact, that schools serve an estimated 50 million of them--equalling 6.3 million pounds--every school month. While frankfurters are readily acceptable to children, they are also easy to prepare, available year-round, and versatile. In addition, their uniformity of quality is easily maintained. Unlike other meats, there is no bone and no cooking shrinkage. Frankfurters provide more meat for less money and are a good nutritional buy, providing protein, B vitamins, and minerals essential for good health and strong bodies.

With these considerations in mind, the U.S. Department of Agriculture is purchasing this product for donation to schools. This new commodity--coupled with other ongoing purchases of ground beef, canned boned poultry, and other purchase programs--will greatly assist in assuring the commodity commitment to schools.

Commodity frankfurters are subject to stringent quality control specifications as are all other USDA commodities. The basic specifications (determined jointly by USDA and industry representatives) include the following:

1. No variety meats may be used--only boned beef and boned pork. Nonskeletal meats such as organ meats may not be used as an ingredient of commodity frankfurters.
2. Not more than 70 percent, or less than 30 percent, of either the boned pork or boned beef may be used. This specification allows producers to take advantage of beef and pork availability and price fluctuations.
3. Not more than 30 percent fat content may be used. The 30 percent maximum fat content specified for all frankfurters by USDA specifications, is less than is naturally present in peanut butter, some cheeses and many cuts of fresh meat.

These standards insure that school children receive uniformly high-quality frankfurters. The standards may also be used by schools to make local purchases.

The frozen, fully cooked skinless frankfurters donated to the schools are packaged eight to the pound, 2 ounces each, to provide 2 ounces of protein as required by the Type A meal pattern. The frankfurters are shipped four 10-pound cartons to a case, making the average net weight of the shipping container 40 pounds.

For maximum freshness, the frozen frankfurters should be stored in their original shipping containers at zero degrees Fahrenheit or below, and should be used within 90 days of the packing date. In order to prevent splitting or cracking during cooking, it is advisable to thaw frozen franks in hot water. Frankfurters can also be thawed in the refrigerator at temperatures ranging from 30 to 40 degrees Fahrenheit. They will take 12 hours (or overnight) to thaw. Cook frankfurters within 24 hours after thawing. It is easy to estimate specific daily frankfurter needs. Allow 12½ pounds for 100 two-ounce servings of cooked lean meat.

- informal or bid buying where the purchasing arrangements are in written form. As the purchaser, you spell out what you want and invite bids from various suppliers. The purchase order is usually awarded to the supplier who can meet your specifications in the quantity you ask for and at the lowest cost.

Several factors will determine how you buy for your school kitchen. Among them are:

- type of school, and grade levels;
- number and ages of children to be served;
- administrative and financial policies of your school;
- financial resources of the school;
- general market conditions: season, supply, and price;
- how close you are to source of supply;
- intended use of the food;
- amount of food waste and shrinkage during preparation and cooking;
- inventory of food on hand;
- shelf life of the food;
- amount and kind of storage.

WRITING SPECIFICATIONS

The best way to assure that you get high quality food for the money you pay and for your intended usage is to buy by specification. Federal standards and the USDA Food Buying Guide (PA-270) are some of the many materials available as guides. Or, manufacturers, processors, and salespeople can supply you with information.

Specifications are simply a word description or definition of the foods you buy. Specifications outline the quality of food you want to purchase. You add the quantity of food you want to purchase. Together they make up your "market order." The amount of food you purchase will vary from time to time, depending on your daily participation, size of servings, cooking waste, etc. The quality or kind of food you buy for a particular item on the menu will vary less often. This means your specifications will vary less. For example, you may have several specifications for one grocery item such as canned tomatoes, depending on the quality required for a specific menu item: one specification describing the quality or kind of tomatoes you serve on the menu as stewed tomatoes; another specification describing the quality of canned tomatoes used in your vegetable soup; and still another type of tomatoes for pizza.

A good specification is clear and simple and yet ensures you against making purchasing errors. It is a specific definition. Specifications include:

- Common name or trade name of the product.
- Quantity in a container--case, bag, carton, etc.
- Federal or trade grade or brand desired.
- Container size and number of pieces in a shipping container.
- Unit on which price is quoted.
- Other factors required to complete the specific description, such as variety, type or style, size, portion size or count, syrup density, flavor, type of processing, etc.

BE SURE YOU GET WHAT YOU ORDERED!

Proper purchasing includes these two important steps--a careful inspection of all products when the foods are received and proper storage.

Check the quantity and quality of all goods received. Be sure the amounts you actually received are what you ordered. Be sure the quality (grade, style, form, size, etc.) meets your specifications.

On occasion, foods may be delivered automatically, based on an agreement between the buyer and the supplier. Bread and milk are often delivered this way. When this happens, make sure someone checks the amount and condition of all the goods against the delivery sheet.

Store all foods properly, immediately after delivery, to retain the full food value.

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color, or national origin.



TYPE A TOPICS

CHILD NUTRITION PROGRAMS FOOD AND NUTRITION SERVICE U.S. DEPARTMENT OF AGRICULTURE

CONVENIENCE FOODS AND NEW FOODS

Using convenience foods and "new foods" may be one way you can lower the cost of preparing nutritious, tasty meals and still meet all Federal and State requirements. These foods can be particularly helpful if your school food service program has limited food preparation facilities.

Convenience foods take less time to prepare than "starting from scratch" because some of the preparation has already been done. The first convenience foods were canned goods. Napoleon started it all by offering a prize for a way to provide the army and navy with adequate food supplies. In response, a Frenchman invented the canning process.

In this country the Civil War stimulated our canning industry. World War II increased the use of such convenience foods as canned meats and precooked frozen dinners. Today, school food service programs often use such convenience foods as pre-portioned beef patties, boned and rolled frozen turkey, and dehydrated potatoes.

Advances in food technology have produced another type of convenience food--"new foods." New foods are usually designed to meet a specific need: to provide lunches in schools that lack adequate food preparation facilities, for example. The Food and Nutrition Service (FNS) examines convenience and new foods to determine if they can be used in school food service programs.

Since 1970 FNS has accepted several new food concepts for child nutrition programs. These new foods fall into two categories--alternate foods and combination foods.

ALTERNATE FOODS

Alternate foods are specifically formulated and fortified to meet FNS specifications for various meal components. Several alternate foods may be used in child nutrition programs.

Textured vegetable
protein

is combined with meat, poultry, or fish to meet part of the meat/meat alternate requirement of a meal (lunch in the school lunch program; lunch or supper in the S.F.S.P.C.*)

Enriched macaroni
with fortified protein

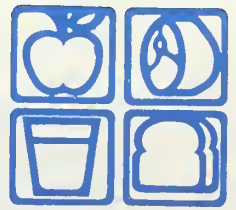
is combined with meat, poultry, fish, or cheese to meet part of the meat/meat alternate requirement for a meal (lunch in the school lunch program; lunch or supper in the S.F.S.P.C.)

Formulated grain-
fruit product

meets the bread/cereal and the fruit/juice requirements of the School Breakfast Program and for breakfast and between-meal snacks in the S.F.S.P.C.

*The Special Food Service Program for Children is a Federal food service program available to public and private nonprofit service institutions (such as day-care centers) which provide non-residential care for children from areas which have low income or a high concentration of working mothers. See For The Administrator insert.

For The Administrator



April 1974

THE SPECIAL SUMMER PROGRAM

SCHOOLS CAN HELP CLOSE THE "SUMMERTIME NUTRITION GAP"

Summer is the time of year when many children make discoveries on their own, without the benefit of teachers or books. While the learning process is continuous all year round, the school lunch and breakfast programs--on which many children depend for nutritious, low-cost meals--end when schools are closed for the summer months. The "summertime nutrition gap" is especially serious for children from low-income areas and from areas where there are many working mothers. These are the children the Special Summer Program is designed to help.

Schools Can Sponsor the Special Summer Program

Schools can help close this nutrition gap through participation in the summer phase of the Special Food Service Program for Children. The Special Summer Program is available to both public and private nonprofit schools and service institutions such as recreation centers and school systems which provide summer day care, recreational programs, or other nonschool organized activities for children from areas of low income or with many working mothers. Federal assistance for this program is similar to that under the National School Lunch Program.

Local school systems are particularly effective program sponsors because of their extensive experience with related food service programs during the school year. Schools also have the facilities and equipment for food storage, preparation, and service as well as for recreation and organized activities. Most importantly, schools have concerned and experienced personnel both in the area of food service for children and in the area of supervision, guidance, and development of children. School personnel consistently prepare high-quality, nutritious, hot and cold meals, and are familiar with recordkeeping procedures. As a result, schools make an easy transition from the National School Lunch Program to the Special Summer Program.

Is Your School Eligible to Sponsor a Summer Program?

In order to evaluate your school's eligibility to participate, you may wish to analyze the school's free and reduced-price meal applications to determine your community's need. Does your school serve many free and reduced-price lunches during the school year? Does your school serve a community with many low income families? Are there many working mothers? If so, your school may be eligible to sponsor a summer program. At the same time, you can bring revenue into the school system, providing year-round employment of trained school personnel (who otherwise might not have summer employment) and utilize school facilities to the fullest extent. A school which operates a program (such as preschool or summer school) as an integral part of its curriculum during the summer months may continue to operate a food service under the National School Lunch Program. In these situations, schools may not participate in the Special Summer Program. To be eligible for the Special Summer Program, schools must operate a program which has been determined by the State educational agency to be a nonschool situation.

Or Be a Vendor

While many school districts cannot maintain all their facilities during the summer, quite a few are willing to use the food service facilities. Schools that cannot or do not wish to undertake the administrative responsibilities that total sponsorship of a summer food service requires can still help by providing vendor service to local sponsors of summer programs. As a vendor, the school is responsible for food preparation which meets specific nutritional requirements.

Ask Now!

If you are interested in sponsoring and/or providing vendor service for the Special Summer Program, you may wish to coordinate your efforts with your school district office. School district offices can contact the State educational agency for further information on the program and on how and where to apply. Private schools can learn more about the program through contact with the State educational agency, or Regional Office where applicable.

COMBINATION FOODS

Combination foods combine conventional foods to meet two or more meal component requirements of child nutrition programs. Accepted combination foods include the following:

Cup-Can

was developed for use in schools lacking adequate food preparation and serving facilities. The cup-can may provide the meat and part of the vegetable component of the meal in a single can. The children often eat directly from the can.

Butter-biscuit

meets the enriched bread and butter/fortified margarine requirements.

CN pizzas (types I and II)

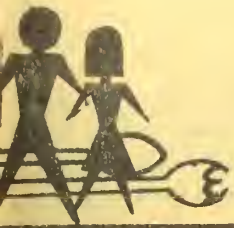
meet the meat/meat alternate, enriched bread, and butter/fortified margarine requirements. In addition, the type II pizza meets 1/4 cup of the vegetable/fruit requirement. (A "CN" pizza is any pizza accepted by FNS for use in child nutrition programs.)

Depending on the location of the manufacturer and/or distributors all new foods may not be available in all areas.

COMMONLY ASKED QUESTIONS ABOUT NEW FOODS

- Q. How can textured vegetable protein be used in school feeding programs?
- A. Textured vegetable protein can be prepared and served in combination with ground meat in the form of meat patties, meat loaf, etc. The maximum mixture ratio is 30 parts by weight of hydrated vegetable protein to 70 parts uncooked meat. The hydrated textured vegetable protein products must have a moisture content of 60 to 65 percent. To achieve this moisture level, use one part (by weight) of dry product to one and one-half parts (by weight) of water. To increase students' acceptance of the product, many schools use less than the allowable 30 percent maximum of textured vegetable protein.
- Q. How must enriched macaroni (or spaghetti) with fortified protein be served in order to meet meal requirements?
- A. This product may be used to meet up to one-half of the meal's meat/meat requirement. It must be served in combination with meat, poultry, fish, or cheese. Examples are macaroni with cheese or spaghetti with ground beef. The macaroni may not be served separately as an accompaniment to the main dish.
- Q. Where can school food service personnel get more detailed information on the use of textured vegetable protein and enriched macaroni with fortified protein?
- A. FNS has developed fact sheets on these two new foods. Suggested recipes and specific information on product use are included. Your State Agency or Regional FNS Office can give you this information.
- Q. How do school food service personnel know if a particular brand of "new food" has been accepted for use in child nutrition programs?
- A. FNS has lists of products which meet specifications for textured vegetable protein, formulated grain-fruit products, and the CN pizza. These lists can be obtained from the State Agency or Regional FNS office.

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color, or national origin.



SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

January and February, 1974

FOOD DISTRIBUTION PROGRAM BRIEFS

INVENTORY:

The regional office requires us to submit an inventory report as of February 28. Forms will be mailed to each school and we will appreciate your cooperation in promptly submitting the completed inventories. This inventory is in lieu of the March 31 report of previous years.

SHORT AND DAMAGED USDA GOODS:

If you receive a shipment of USDA food that is short or damaged, be certain that the delivery man makes a notation on the freight bill and leaves you a *signed* copy. Send us *two* good copies or the *original* freight bill so we may file a claim against the carrier.

PERISHABLE FOODS:

If you have requested perishable foods be shipped to a locker plant or store, please check with them before reporting shortages. If you have reported a food shortage and later receive the food, verify this to us by *letter*.

STATUS OF FOOD ALLOCATIONS:

French Fries, Corn Meal, Salad Oil and Beans

The USDA cancelled the allocation for French Fries and purchased canned boned poultry, which was allocated to you on January 29. Also cancelled was the dry red kidney bean order, but pinto beans have been purchased.

The September order of cornmeal has been shipped to Helena and you should have your estimated amount soon.

The USDA has not received acceptable bids for the August 1973 salad oil, but will try again for delivery in March.

ACCOUNTABILITY FOR MEALS CLAIMED FOR REIMBURSEMENT

The USDA Regional office has advised that recent Federal audits of School Lunch Program operations have revealed some serious discrepancies in the accountability of meals claimed for reimbursement. In some schools, the discrepancies have resulted in a potential overclaim of a considerable amount of funds. Therefore, it is recommended that the procedure schools use to account for the number of free, reduced price and paid meals served students be carefully examined to ensure that the daily count of such meals reflects the actual number of meals served students; that each meal claimed for reimbursement meets the Type A lunch or breakfast requirements; and that each students receiving free or reduced price meals for which a reimbursement is claimed has on file an approved application. It is important that only those meals served students and meeting the food component requirements be claimed for reimbursement and that daily records be available to support the claim.

WITHHELD
Montana State University
BOZEMAN

APR -1 '74

ADMINISTRATORS AND CLERKS

In computing meal costs for reimbursement purposes, we find that approximately 20 per cent are below the maximum reimbursement level. Please refer to School Food Services Bulletin No. 12 for maximum reimbursement rates. In completing your school lunch quarterly financial report, make certain that you include all of the applicable program costs. If you have any questions relating to what may be charged to a program, please contact this office.

CHANGE IN PERSONNEL

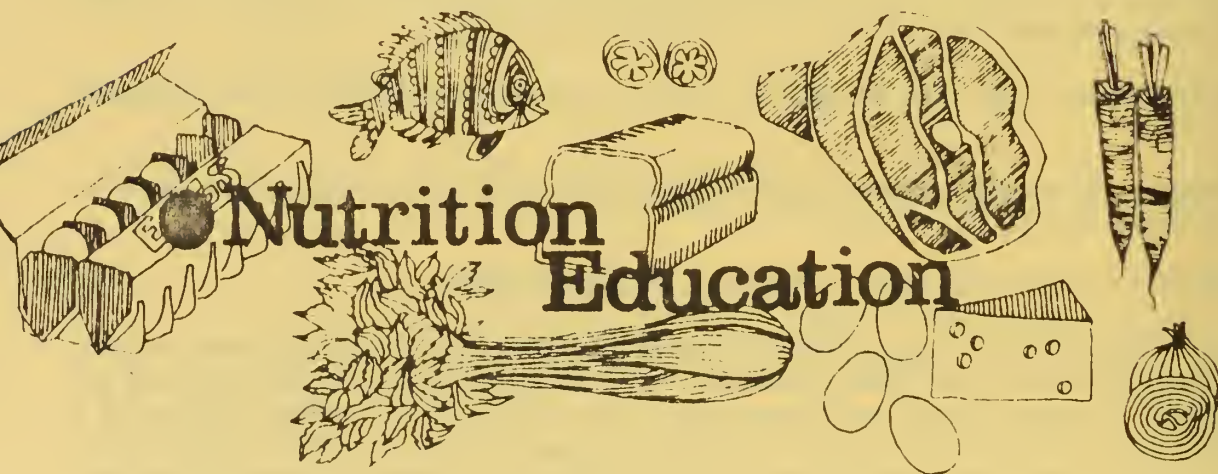
We welcome Sofia Janik as secretary for the School Food Services Program. Linda Anderson Rosvall, former secretary, has advanced to the position of claims accountant, replacing Montez Briggs. Mrs. Briggs has been promoted to Project View Program Assistant in the Office of the Superintendent of Public Instruction.

EDUCATION:

The Western Montana Food and Equipment Show will be held at the Missoula Technical Center on April 19 and 20, 1974. A feature of the program will be the "Battle of the Chefs." Why not make plans to attend all or part of this show?

There will be offered at the University of Montana a three credit, one-week summer workshop (June 17-21, 1974), focusing on the multiple discipline aspects of applying nutrition knowledge to the improvement of individual and family health. Dr. Ruth M. Liverton, Associate Director of the Institute of Home Economics in the Agricultural Research Service of the USDA and author of *Food Becomes You, Your Diabetes and How to Live With It* and *A Girl and Her Figure* will be guest instructor. For further information contact: Mrs. Sara Steensland, Chairman, Home Economics Department, University of Montana, Missoula, Montana 59801.

There will offered at Washington State University a two-credit, two-week summer course (June 17-28, 1974) in Nutrition Education in Schools and the Community. For further information contact: Mrs. Margaret Hard, Acting Dean, College of Home Economics, White Hall, Washington State University, Pullman, Wa. 99163.



MULLIGAN STEW

A FIVE PIECE KID'S ROCK BAND—"TURNS-ON" TO GOOD NUTRITION IN A NEWLY-RELEASED SERIES OF SIX-HALF HOUR TELEVISION SHOWS DEVELOPED BY THE FEDERAL AND STATE EXTENSION SERVICES.

The six shows span the entire popular TV entertainment spectrum by offering such themes as Mission Impossible, Laugh-In and Sesame Street. Students seven to thirteen years of age should find this very entertaining as well as educational.

The original rock music includes such song titles as: "Good Nutrition," "4-4-3-2," "Maggie and Me," "You Gotta Eat Breakfast," "Everybody's Body," "Fad Foods and Quick Diets," "You Gotta Eat Right," "Goulash, Garbanza Beans and Guacamole," "Share a Snack With a Friend," and others.

Mulligan Stew tackles a "Mission Impossible"—waking up a sleeping town (cops and robbers, too!)—in *The Great Nutrition Turn On*.

The Mulligan's rock music and songs beat out why "you gotta eat breakfast" in *Look Inside Yourself*.

A culprit is foiled by Wilbur Dooright when he tries to sell fad diets and food pills to the musical group in *The Flim Flam Man*.

The Mulligan Stews plan, shop, and prepare a dinner for a world population. Hundreds of guests in native costume offer their kind of entertainment and fun in *Getting It All Together*.

The Mulligans get help from astronauts at NASA as well as famous research scientists when their mission involves saving their pal—Wilbur Dooright—from a life and death fight with the elements of Mother Nature in *Countdown*. . . 4-4-3-2.

A fat race car driver (who keeps losing) and his new bride, who keeps stuffing him with "goodies," learn why a healthy body is for champions. They learn you are what you eat. . . by planning right, buying right and preparing right in *The Racer That Lost His Edge*.

A package of games, puzzles, fun-to-do activities and do-it-yourself projects is available to each viewer. There is an additional set of materials for a learning-director. Viewers are encouraged to participate in a group of three or more with a learning director to initiate group activities. This total program package will do things with "What Food Does," "4 4 3 2 . . . Magic Clue," "Key Nutrients," "Plants and Animals As Food," "What People Eat In Other Countries," "Sea, Space, and Engineered Foods," and "What a Calorie Is."

The materials are distributed by the National 4-H Service Committee, 59 East Van Buren Street, Chicago, Illinois 60605.

MULLIGAN STEW
BROADCAST SCHEDULE
COMMERCIAL TV --



KCFW-TV — Kalispell — Channel 9
Beginning Sunday, February 24, through March 31.
5:30 — 6:00 p.m.

KULR-TV — Billings — Channel 8
Beginning Saturday, March 2, through March 30.
12:00 — 12:30 p.m.
(This will be a five week series — one film will be deleted)

KGVO-TV — Missoula — Channel 13
Beginning Saturday, March 16, through April 27.
4:00 — 4:30 p.m.
(Not scheduled April 20)

KTVM-TV — Butte — Channel 6
Beginning Saturday, March 16, through April 27.
4:00 — 4:30 p.m.
(Not scheduled April 20)

KTCM-TV — Helena — Channel 12
Tentatively scheduled to start Saturday, March 30 at 12 noon.

This schedule could be posted in the lunchroom and printed in the school paper.

DID YOU KNOW

1. Every Type A meal must include:
 - 2 ounces of protein
 - $\frac{3}{4}$ cup fruit and/or vegetable
 - 1 slice of bread or equivalent
 - 1 teaspoon butter
 - $\frac{1}{2}$ pint milk
2. $\frac{1}{2}$ pint of milk must be served with each Type A meal in order to be eligible for reimbursement.
3. Every meal served to a child (which meets the above Type A requirements) is reimbursed by the federal government. Meals served to adults receive *no* reimbursement.
4. All mechanical dishwashers should reach temperatures of 180° during the rinse cycle and 140° during the wash cycle. Check the booster heater if these temperatures are not reached in your kitchen.
5. *No* smoking is allowed in food preparation and serving areas.
6. "No-Pest Strips" are not allowed in food preparation, serving and dining areas because the high concentration of insecticides in the strips can contaminate the food.
7. School food service personnel *must* wear hairnets.
8. Food service personnel present a more professional appearance when uniforms are worn. These uniforms may be of any color, pant or dress style. Firm, supportive shoes are an excellent investment in the health and care of your feet.
9. Many food service supervisors and managers are working with student council groups to plan menus. Students appreciate your interest in their food preferences and support the program when they have an understanding of the Type A meal.

USDA's Purchase of Frozen Skinless Frankfurters

The frozen skinless frankfurters are packed 8 per pound, thus 1 frankfurter provides 2 ounces of cooked meat. It is advisable to thaw frozen frankfurters before heating in hot water, to help prevent them from splitting or cracking during their heating.

The average net weight of the shipping container is 40 pounds. For maximum freshness, these frozen franks should be kept frozen at about 0°F, and should be used within 90 days of date packed.

Evaluate Your Protein

Much has been said lately about hot dogs, and here are some additional facts about this "American Favorite."

Meat content: Hot dogs are 85% meat. Contrary to what some people think, meat is comprised of fat, lean, and water. USDA limits the amount of total fat in hot dogs to 30% which is lower than the amount of natural fat in rib roast of beef and dry salami. Hot dogs actually contain more meat than a homemade meat loaf that has an egg, bread crumbs, milk and onion added.

Nutrition: Hot dogs are included in the meat group which are valuable in our diets because they provide body building protein. Proteins of top quality for tissue building and repair are found in the lean (muscle and organ) tissue of meat, poultry, fish and seafoods, and in eggs, milk, and cheese. The quality of the protein is the same whether it is from beef steak, stew meat, eggs or any of the other animal sources. Although sirloin steak is not used to make hot dogs, the pork shoulders and sides, beef round, chucks, flanks and lean meat scraps used in hot dogs contain the same top quality protein.

The next best sources for proteins are dry beans, peas and nuts. Cereals, bread, vegetables and fruits also provide some protein but lower quality. Some hot dogs have nonfat dry milk or isolated soy protein added which increases the amount of protein in the product.

To help evaluate protein sources, you have to know how much protein you need. The Recommended Daily Dietary Allowances for protein established by the National Research Council are children 3 to 4 years, 30 grams; children 8 to 10 years, 40 grams; boys and girls 12 to 14 years, 50 grams; women 18 to 75 years, 55 grams; men 22 to 75 years, 65 grams.

— What's Cooking, Idaho State Department of Education

BREAD FLOUR

Most recipes are developed for all-purpose flour. Bread flour has a higher gluten content than all-purpose and therefore, when substituted for all-purpose, the baked product will be firmer. The Kansas Wheat Commission recommends the following adjustments in recipes for substituting BREAD flour for ALL-PURPOSE flour:

By measurement:	4½ cups all-purpose = 4 cups bread flour
By weight:	1 pound 2 ounces all-purpose = 1 pound bread flour
By cup:	1 cup all-purpose = 1 cup minus 2 tablespoons bread flour

Tips for Successful Yeast Baking

The Wheat Flour Institute has developed the following helpful tips for successful yeast baking:

Never shake or tap the cup while measuring flour. Spoon flour into cup and level off with knife or spatula.

Rye flour is sticky when liquid is added to it. It does not contain gluten as enriched wheat flour does, so should be blended with some white flour—at the very least one enriched white to three parts rye to make a satisfactory homemade bread.

Vigorous beating speeds up gluten formation.

When the same recipe needs 5½ cups of enriched flour one day and 6½ cups the next time it's made, it's because flours differ from one time of year to another and one part of the country to another. Humidity can change the amount of flour needed in a recipe, too.

Fresh liquid milk, evaporated milk or reconstituted dry milk should be warmed before using. Only unpasteurized milk needs to be scalded and cooled before adding to the flour.

When the dough seems almost doubled, press a finger gently on the side of the loaf. If a small dent remains, the loaves are ready for the oven.

Hearth bread is a bread that's baked on baking sheets instead of in bread pans.

VEGETABLE SEASONING'S

When trying a new herb, spice or seasoning, use ¼ teaspoon of the ingredient per 1 cup of vegetable, until you decide if you like the flavor. Use cheeses, sour cream, horseradish, mustard, etc, in sauces to accompany vegetables. Cracker crumbs, nuts, olives, and other foods add interesting textures and flavors to vegetables. Here's a list of "flavor ideas" to use as a seasoning guide. Try just one suggestion at a time to see if you like it—then use your imagination and taste buds as your guides!

Seasoning suggestions

ASPARAGUS — cheese, hard-cooked eggs, lemon juice
BEETS — honey, orange juice, celery seed, allspice
BROCCOLI — cheese, nutmeg, mustard, almonds
BRUSSEL SPROUTS — sauteed cracker crumbs, cheese, nuts, lemon juice
BUTTER BEANS — onions, catsup, brown sugar
CARROTS — honey, mint, basil, brown sugar, pecans
CAULIFLOWER — pimienta, cheese, mustard
CORN — sour cream, parsley, chives, poppy seed
GREEN BEANS — bacon, sauteed cracker crumbs, dill weed, nutmeg, almonds
LIMA BEANS — thyme, cheese, basil, pimienta
MIXED VEGETABLES — sour cream, parsley, chives, poppy seed
PEAS — basil, onions, pimienta, sour cream, horseradish
PEAS AND CARROTS — basil, cheese, dill weed, onion
PORK AND BEANS — catsup, barbecue spice, curry, maple syrup
POTATOES — parsley, poppy seed, cheese, dill, chives
PUMPKIN — cinnamon, nutmeg, orange juice, pecans
RED BEANS — celery seed, sour cream, chives, savory, pimienta
SAUERKRAUT — caraway seed, applesauce, mustard
SPINACH — sour cream, vinegar, bacon, hard-cooked eggs, nutmeg
SQUASH (WINTER) — dates, orange juice, raisins, cinnamon, allspice
SUCCOTASH — curry, savory, chicken bouillon, poultry seasoning
TOMATOES — oregano, basil, dill, sour cream, celery seed, chives
TURNIP GREENS — bacon, vinegar, onion
WAX BEANS — pimienta, Italian seasoning, chives, almonds, basil

— From the kitchens of Stokeley-Van Camp, Inc.

Color grapefruit juice with red food coloring and add honey or sugar to make the juice more acceptable to students.

Add a cup or two of pineapple chunks and a dash of nutmeg to applesauce to provide a new flavor treat.

Lentils make an excellent soup, using same ingredients as split pea soup. They can also be used as a vegetable cooked with bacon rind or bacon or ham hocks smoked and some onion.

— Hildegard Clawson
Supervisor Food Services
Billings Senior High

Below is a chart of amounts of Textured Vegetable Protein and Water to use with hamburger to reach the 75% hamburger 25% textured vegetable protein level.

Amount of Meat Called for in Recipe	Amount of Meat By Weight to Use	+ Amount of Textured + Vegetable Protein by Weight to Use	OR	
			Amount of Water By Weight to Use	Amount of Water By Measure to Use
2 pounds	1½ pounds	3¼ ounces	4¼ ounces	½ cup
3 pounds	2¼ pounds	4¼ ounces	7¼ ounces	1 cup
4 pounds	3 pounds	6½ ounces	9½ ounces	1¼ cup
5 pounds	3¾ pounds	8 ounces	12 ounces	1½ cup
6 pounds	4½ pounds	9¼ ounces	14½ ounces	1¾ cup
7 pounds	5¼ pounds	11¼ ounces	1 pound + 1 ounce	2 cup
8 pounds	6 pounds	13 ounces	1 pound + ¾ ounces	2½ cup
9 pounds	6¾ pounds	14½ ounces	1 pound + 5½ ounces	2¾ cup
10 pounds	7½ pounds	1 pound	1½ pounds	3 cup
20 pounds	15 pounds	2 pounds	3 pounds	1 qt 1 pt
30 pounds	22½ pounds	3 pounds	4½ pounds	2 qts 1 cup
40 pounds	30 pounds	4 pounds	6 pounds	3 qts
50 pounds	37½ pounds	5 pounds	7½ pounds	3 qts 1½ pts
60 pounds	45 pounds	6 pounds	9 pounds	4 qts 1 pt
70 pounds	52½ pounds	7 pounds	10½ pounds	5 qts 1 cup
80 pounds	60 pounds	8 pounds	12 pounds	6 qts
90 pounds	67½ pounds	9 pounds	13½ pounds	6 qts 1½ pts

You may need to use a combination of figures in the columns to reach a figure called for in a recipe. Example: If your recipe called for 27 pounds of meat, you would have to use the 20 pound and the 7 pound figure.

27 pounds meat need for use:

20 pound figures = 15 pounds hamburger 2 pounds textured vegetable protein 3 pounds water.
and the 7 pound figures = 5¼ pounds hamburger 11¼ ounces textured vegetable protein 1 pound 1 ounce water.
or a total of 27 pounds = 20¼ pounds hamburger 2 pounds 11¼ ounces textured vegetable protein
and 4 pounds 1 ounce water or 2 quarts water.

— School Nutrition Programs
Main Department of Education
and Cultural Services
Education Building
Augusta, Maine 04330

Ms. Doris Karlstrom, school lunch cook at Logan, mailed the following recipe for "Chicken Roll Up's." Perhaps you might be interested in trying it in your school lunch program.

CHICKEN ROLL UP'S (20 servings)

Ingredients

Crust

5 c Flour, sifted
5 t Baking Powder
2-1/2 t Salt
1-1/2 c Shortening
3/4 c Milk
2 Eggs

Directions

1. Sift together dry ingredients.
2. Cut in shortening.
3. Add milk to eggs.
4. Stir into dry mixture.

Chicken Mixture

5 c Chopped Chicken
5 T Finely Chopped Parsley
3 c Finely Chopped Celery
1/2 c Chopped Pimento
1-16 oz. can Condensed Cream of
Mushroom Soup

1. Combine chicken, parsley, celery and pimento.
2. Stir in soup.

Sauce

1-16 oz. can Condensed Cream of
Mushroom or Cream of Chicken Soup
1-1/4 c Dairy Sour Cream
1-1/4 c Milk

1. Make sauce by combining soup, sour cream and milk.
2. Heat, but do not boil.
3. Serve over slices.
4. A variation of the sauce may be made by adding more milk, omitting sour cream and adding some cheese.

Directions

1. Roll half of dough into a rectangle.
2. Spread with half the chicken mixture.
3. Roll up like jelly roll.
4. Repeat with remaining dough and chicken mixture.
5. Place the rolls on greased baking sheets.
6. Bake in moderate oven (375°) 30 minutes or until golden brown.
7. Slice, pour sauce over slices.

The following "Peanut Butter Roll" recipe was submitted by Ms. May Webster of Joliet. You may be interested in trying it also.

PEANUT BUTTER ROLL (250 servings)

Ingredients

1 gal. Peanut Butter
5 lb. Honey
2 lb. Dry Milk
2 large boxes Corn Flakes

Directions

1. Mix well Peanut Butter, honey, dry milk and corn flakes.
2. Roll into approximately 2" diameter roll.
3. Refrigerate over night.
4. Slice in approximately 1/4" slices to serve.

If you are interested in increasing the protein count of your menus the day you have soup or a low protein count main dish, try this easy cheesecake recipe. You could have a cherry topping or any other kind of fruit topping on this cheesecake base.

REFRIGERATOR PINEAPPLE CHEESECAKE (80 servings)

Ingredients

7-1/2 c graham cracker crumbs
1-1/4 c Margarine, melted
5/8 c Oil
30 ozs. Pineapple flavor gelatin
2-1/2 qts. Boiling water
15 lbs. Cottage cheese
2-1/4 c Sugar
1 No. 10 can Crushed Pineapple, undrained
5/8 c Water
1-1/4 c Cornstarch
5 t Salt

Directions

1. Combine first three ingredients, press in bottom of pan and chill.
2. Dissolve gelatin in boiling water, cool to lukewarm.
3. In a blender or mixing bowl, combine cottage cheese, sugar and salt. Make sure the cottage cheese is smooth.
4. Slowly add gelatin and blend well.
5. Pour over crumb mixture and chill for one hour.
6. In a sauce pan bring crushed pineapple, water and cornstarch to a boil.
7. Stir until thick.
8. Cool 15 minutes and spread on top of cheesecake and cool for one hour.

SWEET POTATO SALAD (4 Servings)

Ingredients

2 lbs. Fresh Sweet Potatoes or yams
2/3 c Mayonaise
2 T Lemon Juice
1 c Diced Celery
2 T Diced Sweet Pickle
2 T Diced Green Pepper
2 T Diced Onion
1/2 t Salt

Directions

1. Boil potatoes in skin until barely tender.
2. Cool, remove skin and dice.
3. Combine remaining ingredients.
4. Add the potatoes and toss to coat with dressing.
5. Chill or serve at once.

SUGGESTED MENUS FOR TYPE A LUNCH

Lasagna* (D-31)
Spinach with Egg Slice
Celery Sticks
Cranberry*-Orange* Surprise Salad
Buttered* French Bread*
Milk

If government donated cranberry sauce and frozen concentrated orange juice have been crowding your shelves, you might be interested in noting that these two commodities have been emphasized in the February menus. The recipe for Cranberry-Orange Surprise Salad is attached. (This menu is also featured in the November/December School Foodservice Journal).

*Indicates use of USDA Donated Foods.
A Vitamin A and C food is used in each menu.
Alphabet and Number refer to Type A School Lunch Recipe Cards.

SUGGESTED MENUS FOR TYPE A LUNCH (continued)

Hearty Hamburger* (D-15) on Buttered*
 Bun* (B 12b)
 Hamburger Salad
 French Fries*
 Sweetheart Cake (White Cake* w/Cherry
 Sauce (H 3)
 Milk

For Hamburger Salad, you may want to hold lettuce, tomato slice, onion slice, and pickle together by placing a toothpick through the center of each salad.

Salisbury Steak*
 Cabbage-Green Pepper Slaw (E-7a)
 Savory Green Peas
 Tropical Apples (C-24)
 Muffin* Butter*
 Milk

"Savory" means pleasing to the taste; appetizing. To enhance green peas, you may want to add onions and chopped pimento.

Chicken* Pie with Biscuit* Topping (D-22)
 Jellied "Crane Berry" Fruit Salad (E-11)
 Orange Slices
 Milk
 Chocolate Chip Cookies* (C-25a)

Cranberries were first known as "Crane Berries" for the cranes which lived in New England and ate the berries. Cranberries were early recognized as a food for the prevention of scurvy. Butter requirement is met in the Biscuit Topping.

Vegetarian Vegetable Soup (I-9)
 Submarine Sandwich
 Lettuce-Tomato Slice
 Orange* Whip (C-17)
 Milk

Use one-third slice of luncheon meat, salami and cheese on your submarine sandwich. You may wish to organize an assembly line for preparation of the sandwich. To prevent sogginess, place lettuce next to buttered bread, then place meat and cheese, and put tomato on last.

Country Fried Steak* (D-26)
 Brown Gravy
 Oven-Fried Potatoes
 Buttered Broccoli (J-6)
 Orange* Grapefruit Juice*
 Corn Meal Yeast Rolls* Butter*
 Milk

A serving (1/4 cup or more) of full strength vegetable or fruit juice may be counted to meet not more than 1/4 cup of the required 3/4 cup vegetables/fruit.

Western Beans* with Smoked Sausage
 Mixed Greens or Buttered Spinach
 Carrot Sticks
 Cranberry-Apple Crisp (C-3-c)
 Corn Bread* Butter*
 Milk

Combine turnip and mustard for "mixed" greens.

* Indicates use of USDA Donated Foods.

A Vitamin A and C food is used in each menu.

Alphabet and Number refer to Type A School Lunch Recipe Cards.

SUGGESTED MENUS FOR TYPE A LUNCH (continued)

Beef Stew (D-16) (with Potatoes,
Carrots, Celery, Onions)
Fried-Orange*-Pineapple Salad
Hot Rolls* Butter*
Brownie* (C-8)
Mk

One cup serving of beef stew provides two ounces cooked meat and 1/2 cup vegetable. Coarse or "chili" grind for meat makes for ease in serving the stew.

Enchiladas
Pinto Beans*
Mexican Cabbage Salad
Fruit Cup
French Bread* Butter*
Mk

To save time and labor try "layering" tortillas, enchilada meat sauce, grated cheese, etc., in standard pans, and "cutting" servings rather than rolling individual enchiladas.

Bacon Wiener* on Bun*
Cafetti Corn
Green Salad
Orange Wedges Cinnamon Crispies (C-11)
Mk

Add chopped pimento and green pepper to buttered whole kernel corn. Use required amount of butter in seasoning or on bun.

Indicates use of USDA Donated Foods.
Vitamin A and C food is used in each menu.
Alphabet and Number refer to Type A School Lunch Recipe Cards.

Cranberry-Orange Surprise Salad

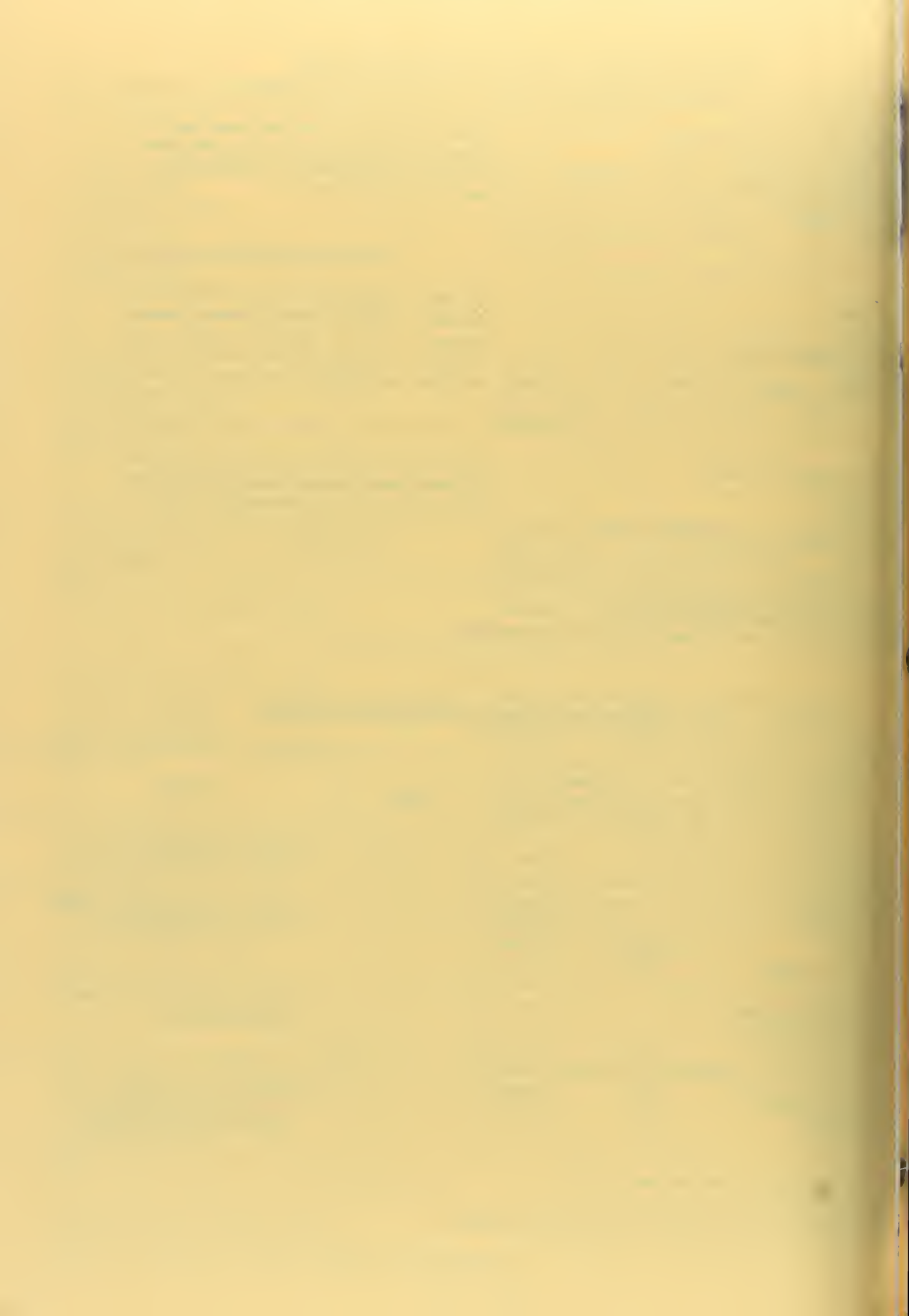
Alternate Salads E—

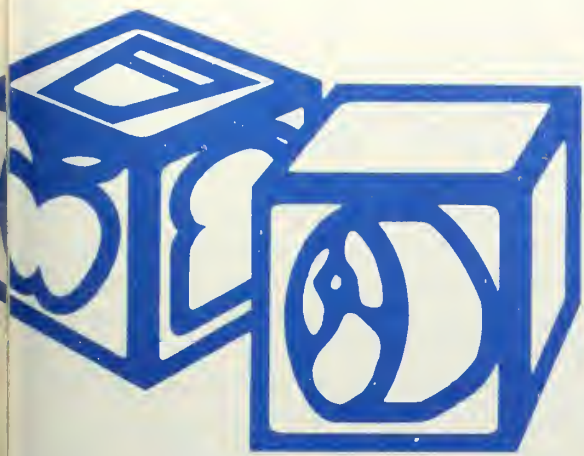
Ingredients	100 servings		For ____ servings	Directions
	Weights	Measures		
Gelatin, unflavored or, cold	1 oz	3 Tbsp _____ 1 qt _____		1. Soak unflavored gelatin in cold water for 5 minutes. Dissolve over low heat.
Food coloring (desired)		2-3 drops _____		
1/2 Cranberry Sauce	7 lb 5 oz (117 oz)	1 No. 10 can _____		2. Add food coloring and cranberry sauce. Heat and stir until well blended.
Orange juice concen- trate, undiluted, thawed.		2 qts _____		3. Remove from heat; add orange juice. Fold in cottage cheese.
Cottage cheese, dry curd	3 lbs 2 oz	1 1/2 qt _____		
Fruit, cored and chopped	13 oz	3 cups _____		4. Add fruit. Pour into 2 pans (12 x 20 x 2 inches). Chill until set. 5. Cut and serve on salad greens. Garnish with mayonnaise if desired.
Apple tidbits, drained	1 lb 7 oz	3 cups _____		
Marin orange slices, drained	13 oz	2 cups _____		

Note: 1 piece (about 2 x 2 inches) provides 1/4 cup fruit.

Cost per serving _____.

Substitution: Other fruits may be substituted for those suggested in this recipe.





TYPE A TOPICS

CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE

NUTRITION EDUCATION -- A JOINT EFFORT

To establish good food habits is obviously easier than to try to change them. Nutrition education should begin in early childhood, therefore, to help children understand the kinds and amounts of food they need for good health.

The home may be the most desirable place to teach children about food, but realistically we must be aware that few parents have the time, energy, patience or knowledge necessary to accomplish this task. So the school becomes the obvious place for children to learn about food and nutrition. Every school needs to have a planned, continuous, sequential program of nutrition education.

NUTRITION EDUCATION - WHAT IT TAKES

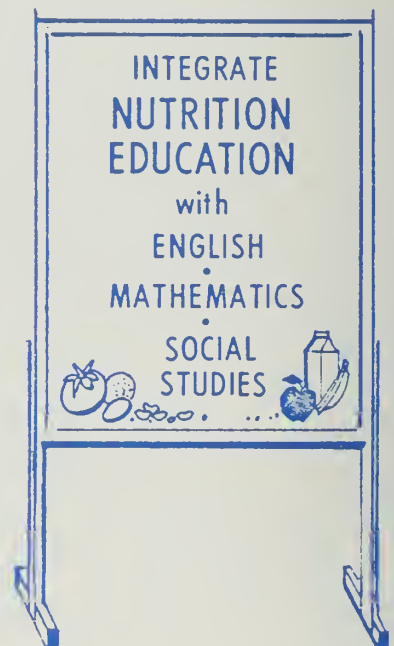
Nutrition education in school has two components: learning in the classroom, and learning in the lunchroom. Learning is reinforced when pupils have an opportunity to practice what is learned in the classroom. The school cafeteria can be the learning laboratory to practice concepts taught in the classroom. Ideally, school nutrition education programs coordinate classroom experiences with foods served in the school food service program.

DEVELOPING A NUTRITION EDUCATION PROGRAM

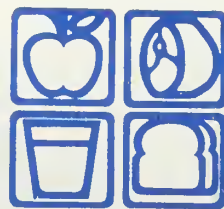
To develop a nutrition education program for your school, the combined efforts of students, teachers, school food service workers and parents are needed. In many instances, the school food service manager must be the instigator or coordinator of these efforts because she is the only one concerned solely with the food served and its effect on the school child. No one can do it alone. It is a many-sided problem and deserves multiple efforts to solve it. There are many ways the school food service manager--with the help of her principal, teachers and parents--can provide the types of nutrition education information which will motivate children to an interest in good nutrition and the foods that provide it.

A LABORATORY FOR LEARNING

In this program, one concept must be continually reiterated--the relationship between nutrition education efforts in the classroom and the food being served in the cafeteria. The lunch program should be a laboratory for learning. The only way we can accomplish our goal for nutrition education is to coordinate the resources available to the teacher and the school food service program with those in the community. Then we can develop a truly total school nutrition program.



For The Administrator



January 1974

NUTRIENT STANDARD MENU PLANNING FOR SCHOOL LUNCH

Since 1946, when the National School Lunch Program was initiated, participating schools have been required to meet nutritional standards specified in the Type A pattern. This menu planning technique is based on the Basic Four Food Groups, and allows the menu planner to choose a wide variety of food that, together, will supply about one-third of the National Academy of Sciences/National Research Council's Recommended Dietary Allowances for children of 10 to 12 years of age.

Recognizing that the minimum requirements of the Type A pattern do not consistently generate menus that provide one-third of the Recommended Dietary Allowances, the Food and Nutrition Service of the U.S. Department of Agriculture is now investigating menu planning techniques designed to achieve a pre-determined nutrient level.

Two methods for planning menus which achieve a pre-determined nutrient level are being developed and evaluated. One method utilizes the computer and is known as Computer Assisted Menu Planning (CAMP). This method would be applicable to larger school systems which have access to a computer. The other or the manual method would not require that school systems have access to computer facilities. We would like to discuss this second method in more detail with you this month.

In the spring of 1972, FNS contracted with Colorado State University, at Ft. Collins, to develop and test a nutrient standard approach to planning school lunch menus that would not require extensive computer support at the school level.

This study was conducted in two phases. During phase I, several methods were developed and pilot tested. In phase II, the most viable method developed in phase I was evaluated and compared to the Type A pattern. Thirty menu planners, in States west of the Mississippi, used this method to plan their school lunch menus during the spring of 1973. The nutrient content, food acceptability, food consumption and cost of these lunches were compared with the Type A lunches served in the fall of 1972. The ease of using the two methods of planning menus was also evaluated.

The technique proved to be a viable alternative to the Type A pattern. However, the nutrient standard approach to planning menus did not result in lunches which differed substantially in appearance from those lunches planned according to the Type A pattern. Additionally, there was little difference between the nutrients provided by the

Type A pattern and nutrient standard menus, but the nutrient standard method did generate menus which more consistently met one-third of the Recommended Dietary Allowances for 10 to 12 year old children. Consumption of food served tended to be slightly higher when the nutrient standard method was used than when the Type A pattern was followed.

This technique, while workable, presently requires refining and further development before it can be offered to a large number of schools as an alternative to the Type A pattern. Some of the problem areas include development of: 1) a means for making substitution of menu items, 2) a method for offering choices of menu items, 3) a complete system for providing support data, and 4) a system for monitoring meals served.

Presently, FNS is working to refine the method and to overcome some of these problem areas. The thirty menu planners who participated in the study last year have been given the option of using this method during this school year. Sixteen of the original thirty menu planners chose to continue to use this technique. These menu planners will be working with FNS to refine the technique and to develop necessary support systems.

It is safe to say that nutrient standard menu planning will not replace the Type A meal pattern. If it proves satisfactory and is approved, it will be offered as an alternative to the Type A pattern for those schools who elect to use it. Type A has well served the National School Lunch Program and achieves the nutrient goal remarkably well. However, the minimum requirements of the Type A pattern do not consistently result in menus that provide one-third of the Recommended Dietary Allowances, each and every time it is used. Limitations on menu items and the variety of foods which may be "credited" often are detrimental to the Type A pattern. We are also aware there may be other techniques that can be employed that will provide a lunch that more consistently provides one-third of the Recommended Dietary Allowances and offers more menu flexibility. And, these techniques will be explored and evaluated; and new methods will be offered as options to the Type A pattern, if they prove to be sound.

SOME WAYS TO DEVELOP A NUTRITION EDUCATION PROGRAM IN YOUR SCHOOL:

1. Serve delicious food. Good food is our most effective nutrition education tool.
2. Serve nutritious food. When you serve foods that are nutritionally sound, children will learn to make choices, and understand the foods one should eat to obtain a balanced diet.
3. Serve a variety of foods. Helping a child to discover many types of food which are nutritionally sound can help him select a nutritionally adequate diet.
4. Promote special days, seasons, groups and events. Special days can make your program more fun for both the students and the workers. If every day was the same, wouldn't that be dull? It's also a good way to introduce others--including parents and teachers--to the educational aspects of the program.
5. Feature menus from different sections of your State, the nation, or the world. Try to coordinate these menus with social studies units being taught in the classroom.
6. Work with teachers. Help them set up tasting parties to introduce new foods before they are served in the lunchroom. Invite teachers to bring their students to the lunchroom for a planned tour.
7. Promote nutrition activities with your principal. Talk with your principal about setting up a student advisory council for your lunch program so that students can become more involved in the program.
8. Tell the press--newspapers, radio and television stations--all about your program to promote community interest in what you're doing. Let your community know that school food service is a part of the total educational program in your school.

MARCH IS NUTRITION MONTH

One good way to celebrate "March is Nutrition Month" is to have a Statewide or schoolwide nutrition poster contest. Last year many States held successful contests.

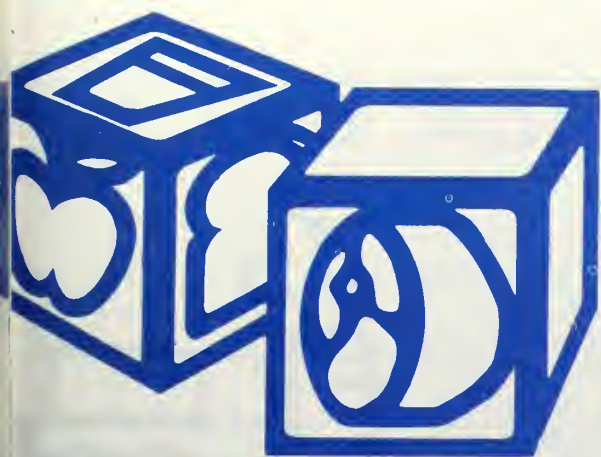
Here's an example of the type of activity you could initiate in your State: In Arkansas, the School Food Service Association cooperated with the State Inter-Agency Nutrition Committee and the State Nutrition Committee to direct Statewide efforts to increase nutrition awareness among children, parents, and the community during March. As their project the Arkansas School Food Service Association chose to sponsor a "March is Nutrition Month" poster contest for elementary students. Local school food service directors and managers were encouraged to assume a leadership role in getting the contest underway in their school districts. With the help of elementary school principals, classroom teachers, art teachers, school nurses, and health education coordinators, they were able to make this project a success. Over 3,500 nutrition posters were made for the contest.

Rules and regulations were developed so that all posters would be fairly judged. Two divisions were set up, one for grades K-3 and one for grades 4-6. Each school district was asked to submit one poster in each division to be judged. District winners were judged at the spring meeting of the Arkansas School Food Service Association. The School Food Service Association in cooperation with the State Home Economics Association and Dietetics Association donated trophies for each division which bear the winners' names and will remain at their schools for a year. The Arkansas Governor's wife presented the trophies, and the winning posters are now hanging in the sunroom of the Governor's mansion.

If you are unable to get a Statewide program underway this year, try to sponsor a contest in your school. Offer something special to the artists of the best posters. Display winning posters in the cafeteria. You may wish to use a different winning poster as the theme for a new bulletin board during the months ahead.

Enthusiasm and cooperation helped make "March is Nutrition Month" happen in Arkansas. What can you do in your State to make everyone aware that March is Nutrition Month?

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color or national origin.



TYPE A TOPICS

**CHILD NUTRITION PROGRAMS
FOOD AND NUTRITION SERVICE
U.S. DEPARTMENT OF AGRICULTURE**

SO YOU'RE UNDERTAKING A NUTRITION EDUCATION PROJECT

Before you begin a nutrition education project, you should discuss your plans with your school supervisor and/or principal. Make sure you have carefully thought out what you are trying to accomplish--your objectives for the project. If you have discussed the need for the project with one faculty member or if they have requested your help, ask them to discuss the project with your supervisor and/or principal.

Before beginning the program, make sure you have the support of the teachers--and the student body. Ask to talk with them concerning the project at their next teachers' or student council meeting.

Once you have decided to undertake a nutrition education project and have the support of the school community, ask their advice on the projects which they would like to see started.

Here are a few nutrition education projects that have proved successful in other schools:

Tasting Parties

A tried and true way to help students, teachers, and parents discover new foods is to hold a tasting party. Before a new food is served in the lunch program, ask the teachers in selected grades if you can hold a taste test for their students. Let the students taste the new food raw and then cooked in several different ways. Ask the class to plan a menu using the new food. When the menu is served, indicate on the public address system or the published menus that a particular class will be responsible for the menu. Ask the students to invite THEIR parents on their menu day.



A Handbook for Teachers

Develop a small pamphlet to let teachers know all about the Type A lunch program. Many teachers do not understand why we serve foods from the four food groups or why we serve certain amounts of food. This pamphlet can explain the foods we serve, the costs involved, and procedures for selecting children for free and reduced price lunches. Parents may find this information useful too. Remember, a teacher or parent who is "in the know" can be a great asset in promoting the Type A lunch program.



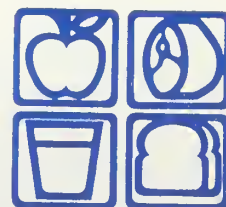
Library Corner

Working with the school librarian to set up a nutrition corner in the library can be an excellent nutrition project for your school. Work with her to get some good nutrition books for the teachers to use as resources when developing nutrition education units for their students. There should also be interesting fiction available for students on topics related to nutrition, as well as sound research books on nutrition for student projects.



Good books and films on nutrition for teachers, school food service personnel, parents and students are listed on page 3 of this issue of Type A Topics. All are available from the Food and Nutrition Information Center's Loan Service. Information on how to use the FNIC's loan service and how to reach FNIC is listed on page 4.

For The Administrator



FEBRUARY 1974

SUMMARY OF PRINCIPAL PROVISIONS OF PUBLIC LAW 93-150

Public Law 93-150, signed on November 7, 1973, increases Federal funding for the child nutrition programs. Listed below are the major provisions of Public Law 93-150.

National School Lunch Program:

1. Increases the general cash assistance (Section 4) national average payment for all lunches served from 8 cents to 10 cents.
2. Provides that Section 11 payments to each State will be 45 cents for free lunches and 35 cents for reduced price lunches. This represents an increase for most States over payments in fiscal year 1973 when a minimum payment of 40 cents for free lunches was guaranteed.
3. Permits States to vary the reimbursement to individual schools from Section 4 and from Section 11 funds based upon individual school needs within limits.
4. Provides that those States with average Section 11 payments in fiscal 1973 which were higher than the 45 and 35 cent average payments provided by Public Law 93-150 will continue to receive the higher level of payments during fiscal 1974. At least four States-- New York, New Jersey, Maryland, and Rhode Island are involved.
5. Provides for semi-annual adjustments in the Section 4 and Section 11 national average payments based on changes in the Consumer Price Index for food away from home.

School Breakfast Program:

1. Increases the national average payments from 5 to 8 cents for paid breakfasts, from 15 to 23 cents for reduced price breakfasts, and from 20 to 28 cents for free breakfasts.
2. Provides in case of severe need a Federal payment of up to 45 cents for free breakfasts.

School Breakfast Program (continued)

3. Provides that for all schools program reimbursement will no longer be tied to the cost of obtaining food. In the past this applied only to especially needy schools.

4. Provides for semi-annual adjustments in national average payments based on changes in the Consumer Price Index for food away from home.

Special Milk Program

1. Makes the program available to any nonprofit school or nonprofit child care institution requesting it.

2. Provides that children qualifying for free lunches under guidelines set forth by USDA shall also be eligible for free milk.

General

1. Authorizes State Agencies to increase the eligibility level for reduced price meals under the school lunch and breakfast programs from 150 to 175 percent of the Secretary's minimum income poverty guidelines. This provision is effective only during fiscal 1974.

2. Authorizes cash payments to make up shortages in distribution of donated foods if by February 15, the value of foods to be delivered to child nutrition programs during the fiscal year is estimated to be less than 90 percent of the value of such deliveries initially programmed. The cash payments would be made to the States by March 15.

3. Increases the size of the National Advisory Council on Child Nutrition by adding a supervisor of a school lunch program in a rural area and also in an urban area. There will now be 15 members on the council.

4. Directs the Secretary of Agriculture to conduct a comprehensive study of the child nutrition programs to determine if the benefits of the programs are accruing to the maximum extent possible to all of the Nation's school children, and to report his findings and recommendations to Congress by June 30, 1974. The Department of Health, Education, and Welfare, the General Accounting Office, the National Advisory Council on Child Nutrition, and other interested professional groups are to be consulted.

SOME GOOD BOOKS FOR PERSONS TEACHING NUTRITION

1. Bogert, L. J. NUTRITION AND PHYSICAL FITNESS, 1960. W. B. Saunders Co., Philadelphia, Pa.
2. Deutsch, Ronald M. THE FAMILY GUIDE TO BETTER HEALTH, 1971. Creative Home Library, Des Moines, Iowa.
3. Martin, Ethel Austin. NUTRITION EDUCATION IN ACTION (A Guide for Teachers), 1963. Holt, Rinehart & Winston, San Francisco, Calif.

SOME GOOD BOOKS AND FILMS FOR STUDENTS

1. Hoban, Russel. BREAD AND JAM FOR FRANCES, 1964. Scholastic Book Service, Englewood Cliffs, N.J. *
2. Hodges, Margaret. WHAT'S FOR LUNCH, CHARLEY?, 1961. Scholastic Book Service, Englewood Cliffs, N.J. *
3. Krause, Ruth. THE CARROT SEED, 1945. Scholastic Book Service, Englewood Cliffs, N.J. *
4. McGovern, Ann. STONE SOUP, 1968. Scholastic Book Service, Englewood Cliffs, N.J. *
5. White, Phillip L. LET'S TALK ABOUT FOOD, 1967. American Medical Association, Chicago, Ill. **
6. Leverton, Ruth M. FOOD BECOMES YOU, 1960. Dolphin Books, Doubleday and Co., Inc., Garden City, N.Y. **
7. Gregg, Walter H. A BOY AND HIS PHYSIQUE, 1971. National Dairy Council, Chicago, Ill. ***
8. "Focus on Food Health & Energy." Four, 8 minute, 16-mm color films from Encyclopedia Britannica. Also record, poster and teacher's guide.*
9. "You and Your Food." (Available in both English and Spanish)
"You and the Living Machine."
"You and Your Sense of Smell and Taste."
Three, 8 minute, 16-mm color films from Walt Disney. *
10. "The Real, Singing, Talking Action Movie About Nutrition." Fourteen minute, 16-mm color film from Sunkist Growers. **
11. "Food For Life." Ten minutes, 16-mm color film from the Dairy Council.***

Appropriate for grades K-3 (*); grades 6-8 (**); grades 8-12 (***)

THE FOOD AND NUTRITION INFORMATION CENTER

The Food and Nutrition Information and Education Materials Center (FNIC) was established to serve school food service personnel. The Center houses several hundred audio-visual and print materials related to school food service management. If you are planning education or training sessions (classes, workshops, institutes, etc.), you may wish to contact the Center for references to help you arrange and carry out your program. In addition to nutrition and nutrition education materials, the Center has materials covering the following areas: management and administration, education and training, menu planning and recipes, food preparation and production, equipment, sanitation and safety, plus purchasing, receiving, storage.

FNIC'S Loan Service

Requests for materials may be placed by mail, telephone, or on-site visits. Allow 3 weeks for delivery. Audio-visual aids and printed materials may be loaned for 1 month. The Center pays the postage to get the materials to you and to return the materials to the Center. The direct loan of magazines and some noncirculating materials is not feasible; however, one photo copy of journal articles or reprints will be made available at no cost to you the user.

Printed publications normally developed and distributed by the Department of Agriculture, State Experiment Stations, and State Agricultural Extension Services are not distributed through the Center. They may be obtained by writing directly to the Departmental Agency distributing the publications.

Here's how to reach FNIC

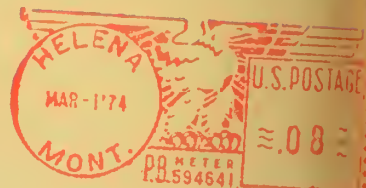
Mail Address: The Food and Nutrition Information
and Educational Materials Center
National Agricultural Library
Room 304
Beltsville, Maryland 20705

Telephone: AC 301/344-3719 (24 hour
telephone monitor)
Office Hours: 8:00-4:30
Monday-Friday

Street Address: 10301 Baltimore Boulevard
Beltsville, Maryland 20705

Child Nutrition Programs of the U.S. Department of Agriculture are available to all children regardless of race, sex, creed, color or national origin.

THIRD-CLASS

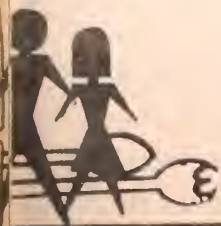


DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

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SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

DOCUMENTS

December, 1973

Laure Hoover
Luis Skiles

May you have the gladness of Christmas
Which is hope;
The spirit of Christmas
Which is peace;
The heart of Christmas
Which is love.

—Ada V. Hendricks

Flora Martin
Jean Stock

Linda Roswell

Ruth Boyce

Montez Briggs

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WITHDRAWN

USDA STUDY INDICATES POSITIVE ATTITUDE IMPROVES PARTICIPATION

Why are many schools reaching only a small percentage of the students while others are feeding 90 percent of the enrollment? What is it that turns the kids on and/or off about eating at school?

The USDA Regional Offices worked with State Agencies to survey twenty high schools across the country. Ten of the schools had high participation of over 80 percent, while ten had low participation under 20 percent.

All high participation schools showed the administration and faculty had a good understanding of the NSLP and positive feelings about the value of the program. The school food service personnel were pleasant, worked well with administration and faculty and made efforts to promote the program with the student body. Only two of the ten low participation school administrators were positive in their feelings and made any effort to increase participation. The faculty did not support the program and the school food service personnel were slightly negative in their attitudes toward the program.

In the majority of high participation schools an effort was made to make the lunch attractive and to "sell" the idea of the lunch. A la carte items were limited and the Type A lunch is merchandised. There are choices in the style of lunch as well as in the components of the lunch.

In the majority of the low-participation schools a la carte programs are emphasized and the Type A lunch was not merchandised or promoted. Few choices in style of lunches or in components of the lunch were available.

Attempts were made to increase participation in five schools with favorable results.

1. Three styles of Type A lunches were offered. The food was the same daily fare but a heavy meal, a soup and sandwich meal and a salad plate was offered.
2. The administration actively and continuously encouraged more students to buy lunches.
3. A hamburger box lunch was sold to be eaten outside the cafeteria area.
4. A mobile box lunch was available outside the school.
5. Salad plates were available as well as the hot Type A lunch.

It was interesting to note that in both high and low participation schools students felt they should have a part in menu planning. If involved, students will support the program. This is a great opportunity to improve student attitude toward good nutrition and the lunch program by brightening up cafeterias and providing more time for lunch. REMEMBER — a positive attitude is contagious!

NOTICE!

We still have balers of 5/10 lb. Whole Wheat Flour and 5/10 lb. Split Peas on hand. If you can use more of these products please write and tell us the number of balers you can use. All orders will be filled on a "first come first served basis".

We have run out of Peanut Butter. If your order wasn't filled, we are sorry.

HELP!

We need your assistance so we can distribute commodities quickly and efficiently. Many schools have returned the various forms used in USDA Commodity transactions completed incorrectly and/or not properly signed. These discrepancies cause delays and increased expenses in the processing of commodities.

Please refer to your copy of *FOOD DISTRIBUTION PROGRAM INSTRUCTIONS AND RECORDS* book for detailed instructions on properly completing the USDA Food Acceptance cards, page 6; checking delivered commodities before signing Freight Bill, page 7; filling out the Consignment Exception Notice, if necessary, page 7; and the Food Distribution Receipt and Billing form, page 10. If you haven't received your copy of this booklet check with your superintendent or notify us and we will send you another.

SALAD OIL SHIPMENT

The USDA notified us that they will ship part of our September Salad Oil order in January. All schools will receive at least half of their order at that time.

EQUIPMENT FOR SALE

Butte School District No. 1 has the following new, crated equipment for sale. If you are interested contact Mr. Gene Wahl, Director School Food Services, 111 No. Montana Street, Butte 59701 or telephone 792-8315.

Electric Dishwasher Machine, right to left operation, 1½ hp motor, 10 kw electrically regulated heat in dishwasher tank dwell unit with rack extractor, 220-60/3 Vulcan Model A-44 \$2,266.60

Custom Water Booster Heater with legs and all components, gauges, pressure reducing valves, etc. and tank liner 45kw-220/60/3. \$474.62

COOK'S CORNER

The following recipes are two favorites of Mrs. Hildegard Clawson, Supervisor School Food Services, Billings Senior High School, Billings.

PEANUT BUTTER MUFFINS

(Yields 100 muffins)

Ingredients		Directions
lbs.	Peanut Butter	1. Cream peanut butter, butter and sugar thoroughly.
1/4 C.	Butter	2. Add eggs, beat well.
1/2 C.	Sugar	3. Add water to shortening and egg mixture.
0	Eggs	4. Add dry ingredients - mix just enough to moisten.
3/4 qts.	Water	5. Use No. 20 or 24 scoop to fill greased muffin pans 2/3 full.
1/8 C.	Baking Powder (1 cup less 1 level tablespoon)	6. Bake in oven preheated to 400°F 20 - 25 minutes.
1/2 tsp.	Salt	
1/2 to 2 lbs.	Flour	

Note: To increase Iron content in menu and for a different flavor try using 1 cup molasses and 1 1/2 cup sugar in place of 2 1/2 cup sugar. The molasses is added to recipe in direction number 1 along with butter, peanut butter and sugar.

PEANUT BUTTER BRAN MUFFINS

(Yields 4 doz muffins)

Ingredients	Directions
1 lb. Flour (4 cups)	1. Sift flour, baking powder, salt and sugar.
1/4 C. Baking Powder	2. Combine eggs, peanut butter; add liquid gradually, blending well.
2 tsp. Salt	3. Add flour mixture; mix only enough to moisten.
7 oz. Sugar	4. Fold in Flakes.
10 oz. Unbeaten Eggs (6)	5. Use No. 20 or 24 scoop to fill greased muffin pans 2/3 full.
1 lb. Peanut Butter (1-3/4 cup)	6. Bake in oven preheated to 400°F 20 minutes.
1 qt. Milk or Water	
11 oz. Whole Wheat Flakes, Bran Flakes or Oatmeal (choose 1)	

Note: To use Molasses as part of sugar in this recipe use 4 oz. molasses and 3 oz. sugar in place of 7 oz. sugar. Add molasses in direction no. 2 along with the eggs, peanut butter and liquid.

LENTILS — AN OLD-WORLD FOOD IN MODERN MENUS

If you haven't tried Lentils in any of the many ways to serve them, you have a treat in store. Just in case you have not made their acquaintance, Lentils, an Old World legume, are round like a pea but small, flat and thin, varying in color by variety. Lentils are rich in vegetable protein, they add to and extend the proteins of meats, fish and poultry. Lentils supply energy and contain worth-while amounts of B vitamins and a liberal amount of vitamin A. They also supply valuable thiamine and riboflavin, along with calcium and other essential minerals with a notable amount of iron.

Different than all the legumes in which the water is lost in drying, no soaking is necessary for Lentils. With no coddling at all, they cook to puffed tenderness in a mere half hour. If cooked Lentils are to be drained, as in making salad, save the cooking liquid to use for a cup of luncheon soup or in gravies and stews. Lentils partner well with many foods — fruits, vegetables, meat. Their mild but distinctive flavor can be brought out by butter, subtle saucing or may be enhanced by the addition of sour cream, mushrooms, cheeses, brown sugar, molasses, onions, herbs, nuts and smoked meats. Mashed and tricked up a bit with seasonings and toppings they fit into most menus. As puree, the well-cooked lentils may be made into dips, patties, croquettes, stuffed peppers, souffles even. Added to meat loaves and patties, puree makes the meat go farther. Casseroled with a bit of meat or cheese, they become substantial and time-saving whole meal dishes.

To cook Lentils the today way — family-size recipes: wash one pound (2 1/3 cup) Lentils. Place in heavy saucepan. Add 5 cups cold or warm water, 2 teaspoons salt. Bring to boil, reduce heat and simmer. Cover tightly. Cook 30 minutes. Makes 6-2/3 cups cooked Lentils with 1 cup liquid. Good as is with some butter stirred in, a sprinkling of snipped parsley or chives for a garnish topping.

RANCH STYLE LENTIL CASSEROLE

(serves 50)

Ingredients	Directions
6 qt. Lentils, cooked	1. Brown beef in oil
6 lb. Ground Beef	2. Stir in remaining ingredients
6 pkg. Onion soup mix	3. Bake in large roaster for 1 hour in 350°F oven to blend flavors; or simmer in deep cooker.
3 c. Cooking oil	
6 c. Catsup	
3 T. Vinegar	
3 T. Prepared mustard	
6 c. Water	

SUGGESTED MENUS FOR TYPE A LUNCH

Roast Turkey*/Giblet Gravy (H-2C)
Cranberry Sauce*
Waldorf Salad (E-20)
Broccoli
Pumpkin Pie (C-23a)
Rolls* (B-12) Butter*
Milk

If you don't have a favorite dressing recipe, try Bread Stuffing (B-5). If you've received donated sweet potatoes* you may wish to substitute them for all or part of the pumpkin.

Meat Loaf (D-36)/Brown Gravy (H-2)
Whipped Potatoes (J-7)
Green Beans*
Carrot Raisin Salad (E-3)
Biscuits* (B-3) Butter*
Milk
Brownies (C-8)

To stretch your food budget, don't forget you can use up to 30% rehydrated textured vegetable protein with 70% ground beef. Also see variations on back of recipe card (D-36) for Cheese-Meat Loaf.

Chef's Salad with Bologna/Cheese Cubes
Lettuce Wedges, Pickled Beets, Tomato
Wedges, Carrot-Celery Sticks
Pineapple*
Whole Wheat Rolls* Butter*
Low Fat Milk

At the secondary level, let's meet the needs of weight watchers even on cool fall days by providing a choice of Type A Lunches. We believe this type of weight watchers' menu, built around a chef's salad, has year-round appeal.

Beef/Cheese Tacos
Refried Beans*
Shredded Lettuce/Diced Tomatoes
One-Half Orange
Cinnamon Roll* Butter*
Milk

In this menu the 2 oz. meat-meat alternate requirement may be met fully or partially in the Tacos. If beans are used as part of the meat alternate you may need to serve a whole orange to insure meeting the fruit-vegetable requirement.

Deviled Egg
Tuna Salad Sandwich (G-9) on
White Bread* (B-13)
Vegetarian Vegetable Soup (I-9)
Apple Wedges/Grapefruit Sections
Milk
Peanut Butter Cake* (C-20) with
Peanut Butter Cream Frosting* (C-26D)

The Tuna Salad Sandwich and 1/2 of a deviled egg each provide 1 oz. of the meat-meat alternate requirement. One cup of Vegetarian Vegetable Soup provides 1/2 cup of vegetables. (G-9) also includes sufficient butter to meet the butter requirement.

Swiss Steak* (D-26), D-51a)
Whole Kernel Corn
Creamy Cabbage Slaw
Chocolate Cake w/White Icing (C-26)
Bulger Rolls* Butter* (B-12)
Milk

Use Country Fried Steak (D-26). Top with Pepper Steak Sauce (D-51a). Use up to 30% rehydrated TVP in meat mixture to replace part of meat. Tint cake icing a very pale green.

* Indicates use of USDA Donated Foods

A Vitamin A and C food is used in each menu.

Alphabet and number refer to Type A School Lunch Recipe Card.

Corn Dogs
Seasoned Baked Beans*
Crisp Celery Stick
Festive Fruit Salad*
Orange Caramel Roll* (B-12)
Milk

Dip two-ounce weiner in cornmeal batter. Cook in deep fat about three minutes. Serve one or two. Use pineapple chunks tinted green, diced, unpeeled red apple, diced peaches and bananas for a Christmas salad. Use orange juice in filling and icing for cinnamon rolls.

Ground Beef* Spaghetti (D-30)
Combination Salad w/Fresh Spinach
Purple Plums*
Uncooked Fudge Cookie
Buttered French Bread* (B-9)
Milk

Replace up to 30% of ground beef with rehydrated TVP or use protein-enriched spaghetti and reduce amount of meat used. One lb. dry spaghetti product can be used as an alternate to one lb. cooked meat when combined with one lb. cooked meat.

Chilled Orange* Grapefruit* Juice
Santas Turkey, Dressing Supreme* (D-54)
Holiday Cranberry Sauce*
Green Peas
Red and Green Cubed Gelatin
Christmas Cookie
Angel Flake Rolls (B-12) Butter
Milk

Use 18" x 26" x 1" pan for each color gelatin. Cut in one-inch square.
For variations:
Color cookie dough red or green. Sprinkle red or green gelatin on cookie. Use plain cookie – colored icing.

Fishwich on Bun*
Lettuce-Sliced Tomato
French Fries
Savory Green Beans
Coconut Cream Pie (C-13-b)
Milk

Serve Sandwich open-faced with lettuce, tomato on one-half bun. Top pie with coconut colored red or green.

*Indicates use of USDA Donated Foods

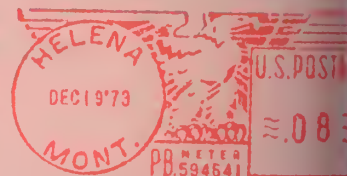
A Vitamin A and C food is used in each menu.

Recipe numbers from Type A School Lunch Recipe Cards.

—USDA Regional Office
Dallas, Texas



THIRD-CLASS



DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

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SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction • Helena, Montana 59601

October, 1973

REMEMBER: *National School Lunch Week*, October 14 through October 20, 1973. All schools are encouraged to participate by serving the Universal Menu on Wednesday, October 17, 1973.

Barbecued Beef on a Bun
Buttered Whole Kernel Corn
Popeye Salad
Yellow Cake with Cherry Sauce
Milk

The Popeye Salad recipe was listed in the September 1973 issue of *School Food Services Newsletter* and all other recipes for turning out the Universal Menu are from the USDA Recipe Card Files.

ATTENTION! WORKSHOPS!!

The State School Food Services staff is conducting fiscal year 1974 area workshops for school food service managers, cooks and other interested school lunch personnel during the month of October and early November. These training meetings will be conducted in eight different areas of the state which will make them more accessible to each of you. The area workshops are one day in length with registration from 8:30 to 9:00 at each location. There will be a 50 cent registration fee.

Date	City	Location
October 13	Butte	West Junior High School
October 18	Billings Lewistown Missoula	Will James Junior High School Highland Park School University of Montana Home Economics Department
October 27	Columbia Falls Poplar	Columbia Falls High School Elementary School
November 3	Cut Bank Havre	Anna Jeffries School Devlin Elementary School

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FOOD DISTRIBUTION PROGRAM BRIEFS

Butter

We received the following information from the USDA office regarding butter and are printing it for your information and guidance.

"The current market conditions bring up the possibility that there will not be as large a surplus of butter available in Fiscal Year 74 as in previous years. Therefore, as a good business practice, School Lunchroom Managers should be requested to substitute shortening in lieu of butter wherever possible. Butter usage should be limited to the flavoring of vegetables and/or as a bread spread.

"We realize that some schools use butter in baked products, such as cakes and cookies, to meet the Type A lunch requirements. These schools should be encouraged to use only that amount of butter considered necessary for a Type A lunch. Your assistance in this matter will be appreciated."

Flour

In order to facilitate the acquisition of flour it has been necessary to change from 10 pound bags to 50 pound bags.

Turkeys

It is expected that the October 4, 1973 allocation of turkey will arrive at your school in time for the Thanksgiving holiday.

Yield on Canned Meat Taco Filling

Attached is a sheet received from our West Central Region Office in Dallas, Texas, giving information about canned meat taco filling. Please insert this sheet in your 1972 edition of the *Food Buying Guide for Type A Lunches*, PA-270 on page 26.

COOK'S CORNER

The Low Cost of Protein

Many Americans eat more protein than they need — getting most of it from meat, but it can be done more cheaply. Compare the retail cost of 20 grams of protein, 1/3 of a man's daily need, obtained from different foods:

Plain, fortified, textured soy, 1.3 oz.	3 cents	Ham, 4.6 oz.	26 cents
Dry beans, 3.8 oz.	6 cents	Perch, fillet, frozen 5.8 oz.	33 cents
Peanut butter, 3.8 oz.	12 cents	Frankfurters, 5.8 oz.	35 cents
Chicken, whole, ready-to-cook, 5.9 oz.	17 cents	Haddock, fillet, frozen 5.6 oz.	42 cents
Bean soup, canned, 11 oz.	17 cents	Sirloin steak, 4.4 oz.	47 cents
Milk, 1.2 pts.	18 cents	Rib ^{//} roast of beef, 5.4 oz.	47 cents
Eggs, 3 large	18 cents	Pork chops, center 5.6 oz.	51 cents
Hamburger, 3.8 oz.	20 cents	Bacon, sliced, 8.3 oz.	60 cents
Beef liver, 3.8 oz.	20 cents	Porterhouse steak, 5.4 oz.	66 cents
Tuna, canned, 3.9 oz	21 cents	Lamb, chops, loin, 5 oz.	67 cents

Source: USDA

Grapefruit Juice . . .

. . . A rich source of Vitamin C, don't miss an opportunity to use it. Enhance its flavor by mixing it with pineapple juice or orange juice. Use it as part of the liquid when making jello or gelatin products.

Key Points for Handling Fresh Frozen, Cut-Up Ready-To-Cook Young Chicken

STORING — Store frozen chicken in *FREEZER* in original shipping containers.
KEEP HARD-FROZEN AT 0° F. OR BELOW.

THAWING — *THAW ONLY AMOUNT NEEDED FOR ONE DAY'S USE. AVOID LEFTOVERS*
Note: Estimate needs by using yield information below.

— *THAW IN REFRIGERATOR (35° to 40° F.) overnight. (Chicken parts should be placed in single layers on sheet pans or on trays, spacing on shelves so air can circulate; cover chicken loosely with waxed paper.)*

— *DO NOT THAW AT ROOM TEMPERATURE OR IN WATER AND DO NOT REFREEZE.*

PREPARATION, COOKING, AND SERVING — When pliable or thawed, clean as necessary — washing thoroughly in cold water; drain.

— Cook promptly — or refrigerate and cook within 24 hours after thawing.

— *DO NOT PARTIALLY COOK ONE DAY AND FINISH ON THE NEXT.*

— *SERVE COOKED CHICKEN PROMPTLY. DO NOT HOLD ON SERVING LINE FOR LONGER THAN 1 HOUR.* Refrigerate any leftovers and use within 2 days.

YIELDS FOR INDIVIDUAL SERVINGS:

— One BREAST PORTION WITH BACK SECTION — (8-piece cut) about 3.0 oz. cooked chicken.

One BREAST PORTION WITH BACK SECTION — (9-piece cut) about 2.0 oz. cooked chicken.

One BREAST PORTION WITHOUT BACK SECTION — (9-piece cut) about 2.0 oz. cooked chicken.

One THIGH WITH BACK SECTION — about 2.9 oz. cooked chicken.

One DRUMSTICK AND ONE WING — about 2.4 oz. cooked chicken.

One DRUMSTICK — about 1.4 oz. cooked chicken

One WING — about 1.0 oz. cooked chicken.

One THIGH — about 1.7 oz. cooked chicken.

For additional yield information (including chicken for combination dishes) see pages 18 to 20 in USDA's "Food Buying Guide for Type A School Lunches," PA-270, 1972. For recipes, see cards D-7, D-8, D-9, D-21, D-22, D-23, D-27, and D-39 in USDA's card file, "Quantity Recipes for Type A School Lunches," PA-631, 1971.

**CAUTION — KEEP HOT FOODS HOT (Above 140° F) AND COLD FOODS COLD (Below 40° F)
HANDLE PROPERLY TO AVOID SPOILAGE OR FOOD POISONING**

HOLIDAYS

Take advantage of the excellent opportunity holidays provide to promote the school lunch program. Try to remember the holiday with some special menu and activity.

October 7-13

October 8

October 14-20

October 21-27

October 22

October 24

October 31

November 6

November 13-19

November 22

National Fire Prevention Week

Columbus Day

National School Lunch Week

American Education Week

Veterans' Day

United Nations Day

Halloween

Election Day

National Children's Book Week

Thanksgiving Day

SALMONELLA

FACT SHEET

ANIMAL AND PLANT HEALTH INSPECTION SERVICE · U.S. DEPARTMENT OF AGRICULTURE

Remember the last time you thought you had the "flu" or your stomach was upset? Well, that's all it might have been. Then again, you might have been suffering from "the bug" known as Salmonella. It causes a disease called salmonellosis which is one of the more common types of food poisoning. How common? Some guesses have gone as high as two million cases per year.

The bacteria that cause it are practically everywhere. Yet, with a little more care by everyone—especially in handling food—the number of "upset stomachs" in this country could be greatly reduced.

Salmonella food poisoning is not new on the scene—nor did it "arrive" with the increased processing of foods. It has probably been around since man first set foot on this earth, though it's often mistaken for something else.

Salmonella bacteria can live and grow in the digestive tract of man, once contaminated food is eaten. When this happens, these symptoms may occur in 12 to 36 hours: Severe headache, vomiting, diarrhea, abdominal cramps, and fever. Because of the similarity of symptoms, it may be mistaken for "flu" or other stomach disorders. The condition is rarely fatal except among infants or elderly persons whose resistance is low. The illness usually lasts from two to seven days.

Insects, rodents, and pets—especially turtles, birds, dogs, and cats—are the main carriers of salmonella. Humans get salmonellosis mainly through eating contaminated food or through contact with an animal or human carrier.

Yet, while these pesky bacteria can be spread easily, they can be controlled just as easily through proper personal hygiene and care in handling of food.

Heat and cleanliness are the two strongest weapons against salmonellosis:

- Heat, because salmonella bacteria in food are destroyed by heating it to a temperature of 155° F.
- Cleanliness, because clean hands, clean counters, and clean utensils stop the spread and growth of salmonella bacteria.

Here are some important steps you can take to protect yourself and your family from salmonellosis:

- Although cooking kills the germs, do not use the same platters and utensils before and after cooking. Ignoring this can result in recontaminating your food with salmonellae in between the raw and cooked food. To safeguard against this "cross-contamination," always thoroughly wash your hands, kitchen counter tops, utensils, dishes, and cutting boards with soap and hot water after contact with raw meat, poultry, and other raw foods. You might even use separate cutting boards for raw and cooked meat. *Never* use the board for any food that will not be cooked unless you first wash the board thoroughly in soap and water.

- When defrosting meat in the refrigerator, do not put it on top of or in contact with other food.

- After cooking, do not allow meat, poultry, and other foods to stand at room temperatures for longer than two hours. Bacteria grow well under these conditions and really thrive at temperatures between 45° and 115° F. As a rule of thumb, keep foods below 40° or above 140° F. It is important to remember that foods infected with salmonellae may not have an odor or off-flavor.

- Be on guard for pets with symptoms of salmonella infection. Pet feeding dishes, toys, or bedding should not be allowed in the kitchen or near items in contact with the family's food. Wash your hands thoroughly after handling pets and before preparing food. Teach your children to wash their hands, too, before they enter the kitchen—and insist that they do this "religiously."

Additional information about salmonellae is available from the U.S. Department of Agriculture, Office of Communication, Washington, D.C. 20250. Ask for HG-162, "Keeping Food Safe to Eat" and HG-174, "Meat and Poultry—Care Tips for You."

June 1973

SUGGESTED MENUS FOR TYPE A LUNCH -- OCTOBER 1973

Each month the area office provides suggested menus which we wish to share with you.

Liver Creole (D-33)
Scalloped Potatoes
Turnip Greens
Carrot Sticks
Peach* Cobbler (C-19)
Hot Rolls* (B-12) Butter*
Milk

Liver, one of the variety meats, is an excellent source of many nutrients. The 2 oz. serving of liver will provide half of the daily recommended iron allowance for the 10-12 year-old boy.

Split Pea*-Beef-Rice* Casserole (D-50)
with Green Pepper Garnish
Green Beans*
Apricot Crisp (C-3)
Cornbread* (B-7) Butter*
Milk

Two-thirds cup serving of casserole provides the equivalent of a 2 oz. serving of meat and $\frac{1}{4}$ cup vegetable. Green Pepper rings add Vitamin C.

Barbecued Beef on Bun
Buttered Whole Kernel Corn
Popeye Salad
Yellow Cake with Cherry Sauce
Milk

For Popeye Salad combine the following: Coarsely chopped lettuce and sliced green onions, cucumbers, radishes; diced tomatoes; and shredded carrots. Toss ingredients lightly with vinegar and oil dressing.

Tuna Shortcake (D-53)
Succotash
Spinach, Baked in Sauce (J-9)
Apple-Carrot-Celery Salad (E-3)
Milk
Peanut Butter-Raisin Cookies (C-21)

One-half cup serving of main dish provides the equivalent of a 2 oz. serving of meat and a serving of bread.

Pizza (D-43)
Three Bean Salad
Tossed Salad
Applesauce
Milk
Cornmeal Cookies* (C-12)

You may use either pork or beef supplemented with textured vegetable protein in pizza. Enhance the flavor and nutritive value of the salad by including fresh spinach. Garnish with tomato wedges. Cookies contain sufficient butter to meet the butter requirement.

* Indicates use of USDA Donated Foods.

A Vitamin A and C food is used in each menu.

Alphabet and number refer to Type A School Lunch Recipe Card.

MEAT AND MEAT ALTERNATES

Food as purchased (1)	Purchase unit (2)	Servings per purchase unit (3)	Serving size or portion (4)	Purchase units for 100 servings (5)	Additional yield information (6)
MEAT FOOD PRODUCTS CANNED OR FROZEN —Continued MEAT TACO FILLING	Pound	4.00	4 ounces (about 1/2 cup) filling—(yields about 1.12 oz. meat)	25.00	1 lb AP = 0.28 lb cooked meat.
	Pound	8.00	2 ounces (about 1/4 cup) filling—(yields about 0.56 oz. meat)	12.50	

In the 1972 Food Buying Guide for Type A School Lunches PA-270, insert this data on page 26 under Lima Beans with Ham in Sauce (Meat and Meat Alternates — Meat Food Products).



SCHOOL FOOD SERVICES newsletter

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September 1973

NOTES FROM THE STAFF

The coming school year will be one of the most difficult that school food programs have encountered since the beginning of the program. The high cost and poor availability of important food items will make it difficult to procure food for nutritious meals. These facts will challenge the imagination and ingenuity of administrators, managers and cooks in preparing meals that are acceptable to children.

We urge you to accept the challenge. More than ever before, good nutritious meals are important to the health and well-being of our children at all income levels. I am certain you will rise to the challenge.

FOOD DISTRIBUTION PROGRAM BRIEFS

USDA Donated Foods available for distribution to program schools in Montana are limited. As of this date we have been notified that we will receive allocations of flour, butter, pineapple, split peas, grapefruit juice, rolled wheat and rolled oats.

On the estimate forms we asked for your estimated needs in 25 pound units of split peas. The peas have been received in 5/10 pound balers, or 50 pound units, therefore, we have adjusted your shipments to come as near to your estimates as possible.

PLENTIFUL FOODS STAFF ABOLISHED

The USDA announced that the Plentiful Food Trade Staff under the Agricultural Marketing Service will be eliminated. Food shortages have ended the need for a full time plentiful foods staff. The USDA will continue to provide information about plentiful foods through other commodity marketing programs.

KNOWLEDGE ABOUT NUTRITION

Now is the time for each of us, local and state school food service personnel, classroom and special area teachers, administrators and personnel from other agencies, to join in a team effort to provide knowledge about nutrition to school-aged children.

Representatives of the Department of Health and Environmental Sciences and School Food Services, Office of the Superintendent of Public Instruction are developing units of instruction for this task. Let us all plan to join together in sharing knowledge about nutrition, so our children will have a foundation upon which to develop good and lasting eating habits.

CUT FOOD COSTS — USE USDA COMMODITIES

Those who do the buying for food service programs need to get maximum value from the funds available. Food is the largest single expenditure in a child nutrition program. Using USDA donated foods to the fullest extent makes it possible to keep costs at a reasonable level and provide quality meals. Commercially prepared foods such as pork and beans, canned soups, catsup, mayonnaise, salad dressings, and mixes for puddings, cakes, biscuits, and muffins should be avoided. Baked goods made with commodity flour, shortening and dry milk are big money-savers. Don't overlook the possibility of serving rice, cornmeal, mush, grits, or rolled oats instead of costly breakfast cereals. These products will be less expensive and often better quality if prepared with USDA commodities.

Montana State Office
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MAY 12 1973

COOKING HINTS for Split Peas

Cook 1/2 pound split peas with a small amount of water (to form a smooth paste) and use in main dishes such as meat gravies, stews, chili and other foods. (This amount is used for about 25 servings.) This is a good thickener and also helpful for increasing the protein content of main dishes.

Cook split peas with ham bone, shoulder ham, ham hock or frankfurters. Cooked split peas combined with precooked meats like tuna fish or liver loaf can be baked as individual casseroles. The flavor of cooked split peas can be varied by seasoning with onion or garlic, sour or sweet cream, curry powder or paprika.

QUESTIONS and ANSWERS on DRY SPLIT PEAS

- Q) How do dry split peas rate in food values?
- A) Dry split peas have high nutritional values and contain energy-building calories and protein.
- Q) What other important nutritive values exist?
- A) Dry split peas are rich in minerals, including iron, calcium and phosphorus, and they also supply valuable thiamine, riboflavin, niacin and Vitamin A. In addition, they are low in fat.
- Q) What is the most popular way to serve split peas?
- A) Split pea soup.
- Q) Is split pea soup suitable for all types of food service?
- A) Yes. A variation in the base or garnish will make split pea soup suitable for the most gourmet restaurant or the hospital tray.

Prepared by the Idaho-Washington Dry Pea and
Lentil Commissions, Moscow, Idaho

Your state staff is:

- H. Brisbin Skiles, Supervisor
- Erlaine Hoover, Assistant Supervisor
- Flora Martin, Nutrition Consultant
- Jean Stock, Food Distribution Clerk
- Ruth Boyce, Assistant Food Distribution Clerk
- Montez Briggs, Accounting Clerk
- Linda Anderson, Secretary

Our address is:

- School Food Services
- Office of the Superintendent of
- Public Instruction
- Helena, Montana 59601

Our telephone number is: 449-2501

Your Montana School Food Service Association officers for 1973-74 are:

Hildegard Clawson, President
Montana School Food Service Association
Billings Senior High School
425 Grand Avenue
Billings, Montana 59101

Jeanette Underdahl, President Elect
Montana School Food Service Association
1100 Fourth Street South
P. O. Box 2669
Great Falls, Montana 59403

Gloria Cooper, Secretary
Montana School Food Service Association
415 North 30th Street
Lincoln Junior High School
Billings, Montana 59101

Margaret Twiggs, Treasurer
Montana School Food Service Association
1100 Fourth Street South
P. O. Box 2669
Great Falls, Montana 59403

Become active in your organization, join the Montana School Food Service Association. Contact one of the above officers for details.

TYPE A INCLUDES MILK

There is no such thing as Type A lunches *without* milk, Type A lunches *without* protein, Type A lunches *without* fruits or vegetables, etc. While you can not force a child to eat or drink any of the menu items, they can all be encouraged to try and to take at least some of each. When you serve only what they say they want or like and let them call the shots, you are running a filling station and not a sound nutrition program. When you fail to serve *complete* Type A lunches, as you have agreed to do, and then claim reimbursement for *incomplete* Type A lunches, you would be violating the terms of your agreement and claiming reimbursement payments to which you are really not entitled. This sounds serious. and it is!

By placing a one half pint serving of milk on each tray, you are doing your part and can then claim the lunch as a Type A Lunch, even if the child should not drink the milk or lets one of his friends have it. We do not believe that you can afford to lose both the reimbursement and commodity benefits by serving less than a complete Type A Lunch to every child.

KEY POINTS FOR HANDLING FRESH, FROZEN READY-TO-COOK TURKEYS

Frozen ready-to-cook turkeys must be properly handled during thawing, preparation, cooking, cooling, and serving to avoid spoilage, or serious food poisoning.

Storing

- Store turkeys in freezer in shipping containers.
- Keep hard-frozen at 0° F or below.

Thawing

- Remove from freezer storage *only* the number of turkeys needed for one day's use. Necks and giblets may be retained in freezer at 0° F or below for later use.
- Thaw in original wrapper in refrigerator (35° to 40° F). Allow to 3 days to thaw frozen turkeys 18 pounds and over, and 1 to 2 days to thaw turkeys weighing less than 18 pounds.

OR

- Partially thaw in original wrapper in refrigerator and then place in *cold water* until completely thawed.
- *Do not* thaw at room temperature and *do not* thaw in warm water.

Preparing and Cooking

- After turkey is thawed, clean as necessary — washing turkey thoroughly inside and out in cold water.
- Cook turkey promptly. Or refrigerate and cook within 24 hours after thawing. **DO NOT REFREEZE.**
- Serve cooked turkey promptly.

For complete instructions on storing, thawing, cleaning, cooking, cooling, and serving turkey see Cards D-7, D-8, D-9, and D-10 in the USDA Card File — "Quantity Recipes for Type A School Lunches", PA-631.

From USDA

PLAN TO CELEBRATE NATIONAL SCHOOL LUNCH WEEK

October 14 through 20, 1973

Theme: You are What You Eat

The May issue of the School Foodservice Journal listed the date for School Lunch Week incorrectly. The correct dates are October 14-20 and Universal Menu Day falls on Wednesday, October 17.

We have reproduced an order form listing ASFSA publications in this issue of the School Food Services Newsletter. All schools are encouraged to participate in the National School Lunch Week by serving the Universal Menu on Wednesday, October 17. The 1973 Universal Menu is as follows:

Barbecued Beef on a Bun
Buttered Whole Kernel Corn
Popeye Salad
Yellow Cake with Cherry Sauce
Milk

The Popeye Salad recipe is listed below. All other recipes for turning out the Universal Menu are from the USDA recipe card files.

POPEYE SALAD 125 (1/2 cup) portions

Salad Ingredients

6 lb. Lettuce, coarsely chopped
4 lb. Spinach, coarsely chopped
1 lb. Green onions, sliced
3 lb. Tomatoes, diced
3 lb. Cucumbers, sliced
1 lb. Radishes, sliced
3 lb. Carrots, shredded

Directions

1. Coarsely chop lettuce and spinach
2. Slice onions, cucumbers and radishes
3. Dice Tomatoes
4. Shred Carrots
5. Toss salad ingredients lightly together

Dressing Ingredients

2 cups Oil
2 cups Sugar
2 T Salt
2 Cups Vinegar
1 t Celery seed
1 t Black pepper

Directions

1. Mix ingredients
2. Pour on salad just before serving

SURPLUS EQUIPMENT

The following equipment is available through the Surplus Property Program, Office of the Superintendent of Public Instruction, 1320 Bozeman Street, Helena 59601. Further information is available from William Ernst, Supervisor Surplus Property, 449-2084.

Roasting Pan	aluminum, 24" long, 14" wide, 3½" deep	\$3.25
Baking Pan	aluminum, 17½" long, 12½" wide, 2" deep	2.00
Colander	Aluminum, 11 quart	1.50
Colander	Stainless steel, measures 18" across top	1.50
Double Boiler w/lid	aluminum, heavy duty, 5½ qt. top, 8 qt. bottom	2.75
Sauce Pan w/lid	aluminum, heavy duty, 8½ qt.	2.75
Sauce Pan w/lid	aluminum, heavy duty, 4½ qt.	2.75
Double Boiler w/lid	aluminum, light weight, 3 qt. top, 4¾ qt. bottom	2.75
Quart Measurer	aluminum	1.00
Mixing Bowl Stand on wheels	adjustable to two sizes, small 21" across, large 24" across	10.00
Pot Lifter	Metal Handle hot pot lifter	.50
Brush	heavy gauge butcher block brush	.40
Brush	counter dust brush, wood handle	.50
Whip	small wire egg whip	.25
Fork	metal stainless steel, 2 prong, long handle	.25
Peeler	Vegetable peeler, hand type	.10
Brick Holder	Grill Master brick holder	.80
Turner	heavy duty, sharp edge stainless steel	1.00
Plastic knives & forks	picnic type knives and forks 100 to box	.30
Butter cutters	hand operated, 4¾" long, 3" wide	3.75
Trays	service trays, tan plastic, over all length 20½", 15" wide, 1" turned up lip	.50
Saws	hand butcher meat saws, blade length 18"	2.00
Tablespoons	tin on steel	.10

AREA WORKSHOPS

The state School Food Services staff is conducting fiscal-year-1974 area workshops for school food service managers, cooks and other interested school lunch personnel during October and early November. We would like to invite all public and private school food service personnel to attend. We extend a special invitation to those school personnel who have not recently attended a workshop. Plans are for these training meetings to be conducted in eight cities.

The area workshops are one day in length and the tentative schedule is:

Date	City
October 13	Butte
October 18	Billings
	Missoula
	Lewistown
October 27	Poplar
	Columbia Falls
November 3	Havre
	Cut Bank

The workshops on October 18 occur the same time as the Montana Education Association meeting.

Do you plan to attend an area School Food Services workshop? Yes _____ No _____
(check one)

I plan to attend the workshop at _____

Name _____ Title _____

School _____ City _____ Zip _____

Date _____

Return by October 3, 1973 to:

H. Brisbin Skiles, Supervisor
School Food Services
Office of the Superintendent
of Public Instruction
Helena, Montana 59601

HAMBURGER QUESTIONS and ANSWERS

ANIMAL AND PLANT HEALTH INSPECTION SERVICE · U.S. DEPARTMENT OF AGRICULTURE

Q. Depending on where I shop, I see ground beef labeled differently. Sometimes the words "lean" and "extra lean" are used and other times it's "ground chuck," "ground round" and "ground sirloin." Why?

A. The reason is that there are no standardized names for different qualities of ground beef. Therefore, supermarkets label their packages according to their own preferences. As a practical matter, most ground beef is made from trimmings and the less tender, less popular cuts of meat. So, if you want real ground sirloin, buy a sirloin steak or roast and have the butcher grind it for you. Or grind it yourself at home.

Q. Many people call ground beef "hamburger." Yet I don't often see it labeled that way in the store. Is there a difference?

A. The U.S. Department of Agriculture does distinguish between these two products ground and packaged in a Federal-inspected or State-inspected plant. No distinction is applied to beef ground in a local market.

According to USDA, "hamburger" is ground beef to which seasonings and pieces of beef fat *may* be added while the meat is being ground. No added water, extenders or binders are permitted, though.

"Ground beef" is just what the name implies. No extra fat, water, extenders or binders are permitted. Seasonings, however, may be added as long as they are identified on the label.

Q. Does USDA set a limit for fat in ground beef?

A. Yes, but only for products ground in Federal-inspected or State-inspected packing plants. The limit for fat is 30 percent. Most ground beef, though, is ground in local supermarkets to maintain freshness. This grinding *IS NOT* subject to Federal inspection regulations on fat content. Some states and cities, however, do set standards for store-packed ground beef.

Q. What kind of meat is ground beef made from?

A. Generally, ground beef is made from the less tender and less popular cuts of beef. Trimmings from higher-priced cuts also may be used. These cuts contain varying amounts of fat and lean. Because ground beef is so popular, many supermarkets and grocery stores cannot get enough meat from a carcass of beef after they have removed the steaks, roasts, and other cuts to fill the demand. Consequently, they may buy less tender meats or less popular wholesale cuts specifically for grinding into ground beef. Some stores may buy imported frozen boneless beef and grind it after adding trimmed-off fat from their meat cutting operations. While most steaks and roasts come from younger steers or heifers, most ground beef is prepared from the meat of older animals, which is tougher. Grinding tenderizes it and the addition of fat alleviates its dryness.

Q. Why is pre-packaged ground beef often red on the outside and dull, greyish brown on the inside?

A. The red color is due to exposure to air. When exposed to air, a natural pigment in meat combines with oxygen to produce the red color, which is referred to as its "bloom." The interior of the meat does not have the red color due to lack of enough oxygen to cause the "bloom" to appear.

Q. What should I look for in buying ground beef; in handling after purchase?

A. First, make sure the package has not been torn. Select a package that feels cold. Most important of all, make ground beef one of your last purchases before leaving the store. Then, get it home quickly and refrigerate or freeze it immediately. Each of these measures will help to preserve the freshness of the meat and reduce the growth of bacteria.

Q. How should ground beef be stored, and for how long?

A. Ground beef, like other fresh meats, should be refrigerated or frozen as soon as possible after purchase. If you plan to use the ground beef within a day or two, it can be stored in the coldest part of your refrigerator—usually near the ice cube compartment or in a special meat keeper. Ground beef wrapped in transparent film can be refrigerated without re-wrapping. But ground beef wrapped in butcher paper should be unwrapped, placed on a platter and covered with wax paper before refrigerating.

If ground beef is to be stored in a freezer for two weeks or less, it may be kept in transparent film without moisture loss. For longer storage, it should be wrapped tightly in moisture-resistant material like aluminum foil, freezer paper or plastic bags. Ground beef kept frozen at 0° F. can be stored for two to three months with little loss of quality.

Q. What is the best way to thaw ground beef?

A. Ground beef should be thawed in the refrigerator. Keeping the meat cold while it is thawing is essential to prevent growth of bacteria. If you must thaw ground beef rapidly, put the meat in a watertight wrapper in cold water or in a closed double paper bag at room temperature; then cook as soon as thawed.

Q. Are high bacterial counts dangerous in ground beef? What can be done about them?

A. High bacterial counts are not necessarily a hazard to health as long as the meat is thoroughly cooked before eating and proper handling practices are followed. Ground beef, made as it often is from trimmings, has been handled more than other cuts of meat. Grinding exposes more of the meat surface to bacteria normally occurring in the air, on the butcher's hands and on the equipment. These bacteria are not harmful, but they will cause loss of quality and spoilage if the meat is mishandled. To keep bacterial levels low, keep ground beef cold (40° F. or lower) during storage and cook it thoroughly. Also, wash your hands thoroughly with soap and hot water immediately before and after handling ground beef—to make sure you don't spread bacteria. Don't re-use any packaging materials or utensils which have come in contact with the raw meat, unless they, too, are washed thoroughly with soap and hot water.

Q. Why does ground beef sometimes release a lot of "juice" while cooking?

A. In making ground beef, some retail stores grind the meat while it is still frozen. Ice crystals, which are incorporated into the meat, melt when the meat is cooked. *The same thing can occur from home freezing.* If large packages of ground beef are frozen, freezing will be slow, causing large ice crystals to form in the cell walls. The ice crystals break down the cell walls, releasing the cellular fluid or meat juice.

Q. What causes ground beef patties to shrink when cooking?

A. All meat will shrink in size and weight during cooking. The amount of shrinkage will depend on its fat content, the temperature at which the meat is cooked and how long it is cooked. Basically, the higher the cooking temperature, the greater the shrinkage. Cooking ground beef at moderate temperatures (325-350° F.) will reduce shrinkage and help retain meat juices and flavor. Overcooking draws out most juices from ground beef and results in more shrinkage and a dry, unpalatable product. Wait until ground beef is cooked to season with salt; salt draws juices out of meat.

Q. Is there any danger in eating rare or raw ground beef?

A. The U.S. Department of Agriculture strongly recommends against eating either rare or raw ground beef.

Meat and Poultry Inspection Program
Animal and Plant Health Inspection Service
U. S. DEPARTMENT OF AGRICULTURE

June 1973

ORDER FORM

ASFSFA Publications (Allow at least 3 weeks for delivery.)

PAMPHLETS:

1. "The School Food Service Director." ASBO-ASFSFA Joint Committee developed this pamphlet to assist persons concerned with establishing or improving school lunch administration in their district. \$1.00

Quantity _____ Amount _____

2. "A Guide for Financing School Food and Nutrition Services." ASBO-ASFSFA Joint Committee developed this pamphlet to be used as a reference for evaluating programs for planning future school lunch programs. \$1.00

Quantity _____ Amount _____

3. "School Food Purchasing Guide." ASBO-ASFSFA Joint Committee developed this pamphlet to assist in purchasing procedures. \$1.00

Quantity _____ Amount _____

4. "School Lunch Worker Other Than Director or Supervisor." Includes personnel responsibilities in all phases of school lunch. \$50

Quantity _____ Amount _____

5. "A Cook's Guide to Do-it-Yourself Food Art." Small booklet with instructions for creating food figures such as "Alice Apple" (made of apple, green beans, olive slices) to be used in decorating lunchrooms. \$1.15

Quantity _____ Amount _____

6. "Techniques of Culinary Artistry for Special Functions in Schools." Ideas and recipes for interesting centerpieces, desserts, etc. \$1.00

Quantity _____ Amount _____

7. "Reaching the Preschool Child—Report on Nutrition Workshop, July 2-August 6, 1970." Final report and recommendations of the ASFSFA hosted workshop conducted throughout the United States for foreign nutrition experts. Sponsored by the Agency for International Development, Office of Nutrition, U.S. State Department. \$75

Quantity _____ Amount _____

8. "The School Administrator and the Food Service Program." Written by ASFSFA Executive Director Dr. John N. Perryman, this publication is to help the elementary principal establish or improve the school lunch program. Printed by the National Association of Elementary School Principals and National Education Association, Washington, D.C. \$2.50

99 copies 10% discount
100 or more copies 20% discount

Quantity _____ Amount _____

BOOKS:

9. "Perryman Revisited." Selection of ASFSFA Executive Director Dr. John Perryman's speeches and articles. Proceeds go to School Food Service Foundation. \$5.40

Quantity _____ Amount _____

10. "Loaves and Fishes." Coauthored by Dr. John Perryman, ASFSFA Executive Director, and Jay Caton ASFSFA Director of Education, this new book is a fictionalized but real life story of some of the people and problems in school food-service. \$2.25 each
In quantities of 25 or more \$1.80 each

Quantity _____ Amount _____

11. "Lunch at School." Here is a practical "how-to" book for planning and preparing adequate meals for children at school. It is filled with recipes, indexed into five categories for easy use (Menus, Recipes, Mixes, Buying and Appendix) and is written by ASFSFA President Louise Sublette and Ruth Shepherd (1963). Postpaid price is \$6.90 each

Quantity _____ Amount _____

REPRINTS:

12. "Equipping the Modern School Food Service Facility." Chart lists suggested large equipment needed for serving different quantities of meals. Prepared by Louise A.K. Frolich, ASFSFA Food Service Consultant. Reprinted from School Lunch Journal, February, 1969. \$15

Quantity _____ Amount _____

13. "Highlights of Research on Nutrition and Mental Ability." Reprinted from 10 issues of School Lunch Journal, September, 1969 to July/August, 1970. Authored by Mrs. Janet L. Cameron, Professor Emeritus, Human Nutrition and Foods College of Home Economics, Virginia Polytechnic Institute. \$75

Quantity _____ Amount _____

14. "Bibliography for Nutrition and Nutrition Education." Compiled by Kathleen Stitt and students in Department of Foods, Nutrition and Institution Management, School of Home Economics, University of Alabama, University, Alabama. One of the most useful bibliographies of source materials. Includes books, journals, articles, movies, film strips and slides. Reprinted from School Lunch Journal, September, 1970. \$50

Quantity _____ Amount _____

15. "Roll Your Own Turkeys and Save." Step-by-step directions in pictures for deboning and roasting turkey. Also, cost studies included. Reprinted from the School Lunch Journal, November/December, 1970. \$25

Quantity _____ Amount _____

16. "An Evaluation of the School Lunch Program of Five Public High Schools in Honolulu, Hawaii." (Two parts: Part I Attitudes of High School Students toward Their School Lunch Program; Part II Beyond the Federal Regulations for the Type A School Lunch: Nutrients and Plate Waste.) Research directed by Audrey N. Maretzki, Assistant Professor, Department of Food and Nutritional Sciences, University of Hawaii. Article "What's Wrong With School Lunch" was condensed from this report and appeared in the May, 1970 School Lunch Journal. \$25

Quantity _____ Amount _____

17. "Focus on Nutrition—You Can't Teach a Hungry Child." Part I and Part II originally published in the March and September, 1971 issues of the School Lunch Journal. Report of a Massachusetts state-wide nutrition survey of 80,000 public school children. \$15 each

Quantity _____ Amount _____

18. "Capitol Action." (Two parts: "How a Bill Becomes Law" and "Ins and Outs of Legislation.") Originally published in the January and February, 1973 issues of the School Foodservice Journal. Part I traces an imaginary bill through Congress. Picture diagram gives easy reference. Part II answers basic questions on legislative process. free

Quantity _____ Amount _____

19. "The Rutgers Conference." Highlights of the Conference where school foodservice, food industry and USDA representatives met to hear final Rutgers Study report. Nationally known figures answer such questions as "Why Won't They Eat?" and "What is USDA Doing About Nutrition Education?". (Reprinted from January, 1973 School Foodservice Journal.) \$25 each

Quantity _____ Amount _____

20. "Nomographs Simplify Recipe Alterations." Developed by Colorado State University professors under USDA contract, four nomograph scales increase or decrease recipe sizes. Scales for both volume and weight make menu planning faster and easier. Reprinted from April, 1973 School Foodservice Journal. \$15 per set
100 or more sets \$10 per set

Quantity _____ Amount _____

NUTRITION EDUCATION AIDS:

21. "Yummy Rummy." A nutrition education card game, similar to rummy, for teaching elementary grades. \$1.25 each.
More than 10 orders \$1.00 each

Quantity _____ Amount _____



- **22. "Coloring Book."**
Discusses food and helps teach primary and pre-school classes.
- | | | |
|----------|-------|-------------|
| 1-25 | ..... | \$ .20 each |
| 26-100 | ..... | \$ .15 each |
| 101-500 | ..... | \$ .10 each |
| 501-1000 | ..... | \$ .07 each |



Quantity _____

Amount _____

- **23. "Activities Book."**
Has puzzles, games, word games to help teach nutrition in elementary grades.
- | | | |
|----------|-------|-------------|
| 1-25 | ..... | \$ .20 each |
| 26-100 | ..... | \$ .15 each |
| 101-500 | ..... | \$ .10 each |
| 501-1000 | ..... | \$ .07 each |



Quantity _____ Amount _____

OTHER AIDS:

- 24. "Personnel Orienting and Testing."**
Two parts. Excellent information for interviewing, testing and evaluating school lunch personnel. \$1.75

Quantity _____ Amount _____

- 25. "Early History—School Food Service Program."**
Mimeographed information good for introducing interested people to the field of school foodservice. \$10 each

Quantity _____ Amount _____

- 26. Bylaws.**
Current bylaws of the American School Food Service Association. \$15 each

Quantity _____ Amount _____

- 27. List of ASFSA Officers, Committees and State Presidents.**
Current list of national officers, standing committee members and state presidents. Reprinted from the September issue of the School Foodservice Journal. free

Quantity _____

- 28. "Who's Who in School Food Service."**
Career guide explaining tasks and responsibilities of those who choose a career in school foodservice. Good for people in and outside school foodservice to learn more about the profession. Reprinted from the 25th Anniversary School Foodservice Journal, June 1971. free

Quantity _____

- 29. Recruiting Brochure.**
Background information on ASFSA and why people in school foodservice should join. Good to have on hand for local and state meetings. free

Quantity _____

- 30. Member Recruiting Poster.**

Hang this 8 1/2" x 15" red, white and blue poster on your kitchen bulletin board to help get memberships in ASFSA. Detachable post cards are incorporated into the poster. Prospective members can return card to the home office for more information on joining the Association. free



Quantity _____

- 31. "ASFSA Film Library Catalog."**
A 16 mm. film library containing more than 50 films. Excellent for program planning. Other than shipping and handling costs films are available free—some from ASFSA and some from other distributors. \$.50 each

Quantity _____ Amount _____

- 32. GED Brochure—"Have You Finished High School? Would You Like To?"**
Brochure explaining how people can finish high school education without going back to high school—the high school equivalency test (the GED). Promotes GED and tells who to contact and how to obtain study materials. Developed by ASFSA's Continuing Education Committee. free

Quantity _____

- 33. "Do Something About America's Future—Remember The School Food Service Foundation."**
Informative flyer explains The School Food Service Foundation's many worthwhile objectives. Lets members know of a good way to disinherit the IRS—good for local and state meetings. free

Quantity _____

- 34. ASFSA Publications Order Form.**
Extra copies of this order form. Good to have on hand for local meetings and seminars. free

Quantity _____

- 35. Jewelry Order Form.**
ASFSA Emblem Items, including charms, cuff links, membership uniform patches and many more, are listed on this sheet with an order form. Good to have on hand for state and local meetings. free

Quantity _____

- 36. Current School Lunch Week Order Form.**
Only available from May 1 to September 1 of each year. Current year's list of materials promoting National School Lunch Week and a coupon for ordering. Good for local and state meetings. free

Quantity _____

PROMOTION MATERIALS: (See also ASFSA Materials above).

- 37. Brochures.**
For introducing students, community, PTA, teachers to the field of school foodservice. \$.06 each
100 or more \$5.00 per 100
a "Do You Know a Classroom When You See It?"
b "The Inside Story of School Lunch Pizza."

Quantity _____ Amount _____

- 38. Folders:**
(a) "School Lunch Means Good Nutrition." Will hold 8 1/2" x 11" papers. Good for public relations kits, for mailing information on school lunch, for presentation kits. Printed with nutrition information inside and out. \$10 each
100 \$8.00
1000 \$70.00



Amount _____ Quantity _____

- ** (b) "You Are What You Eat."**
Will hold 8 1/2" x 11" papers. Good for public relations kits, for mailing information on school lunch, for presentation kits, or can be used by students to keep course papers in. Color tiger and message grace the front side of the folder; two pockets inside. \$.30 each



10	.....	\$2.25
25	.....	\$5.50
50	.....	\$10.00
100	.....	\$19.00

Quantity _____ Amount _____

- 39. Posters:**
(a) "School Lunch Means Good Nutrition." \$.10 each"

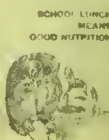
Quantity _____

Amount _____ (a)

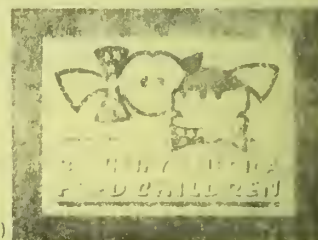
- (b) "Always the Children First." \$.10 each"

Quantity _____

Amount _____



(b)

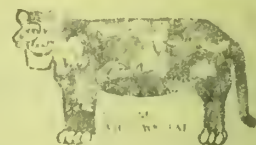


(c)

- (c) "Beautify America—Feed Children." \$.25 each"

Quantity _____ Amount _____

* Above posters can be ordered at a 25 percent discount on orders of 100 or more.



(d)

(d) "You Are What You Eat"	.....	\$ .35 each
10	.....	\$3.00
25	.....	\$7.00
100	.....	\$26.50
1000	.....	\$254.00

Quantity _____ Amount _____

- ** (e) "You Are What You Eat"** \$.45 each
10 \$2.00
25 \$4.75
100 \$16.50
250 \$38.00

Quantity _____ (e)

Amount _____





40. Lapel Buttons:

(a) "School Lunch Means Good Nutrition" \$5 each

Quantity _____ Amount _____

(b) "Always the Children First" \$6 each

Quantity _____ Amount _____

(c) "Beautify America - Feed Children" \$10 each

Quantity _____ Amount _____

* The above lapel buttons may be ordered at a 25 percent discount on orders of 100 or more

(d) "Universality The Possible Dream" \$10 each
50 \$3.00
100 \$27.00
1000 \$53.00

Quantity _____ Amount _____

**41. Note Pads:

(a) "You Are What You Eat." (Tiger.)

Each sheet 8-1/2" x 5-1/2", 50 sheets on each pad. Tiger and slogan on each.
Each \$65
10 \$5.75

Quantity _____ Amount _____

(b) "You Are What You Eat." (Bear.)

Each sheet 8-1/2" x 5-1/2", 50 sheets to a pad. Happy bear and slogan on each. Good selling item.
Each \$60
10 \$5.00
50 \$24.25
100 \$48.00

Quantity _____ Amount _____

**42. Badges.

Big 4" full color badge with bear can be worn each day. Place for your name to be written on it.
Each \$60
5-14, each \$50
15 or more, each \$45

Quantity _____ Amount _____

**43. Picks.

Decorate tops of cupcakes, cakes, other foods with plastic picks. Green round tops feature bear while shank says "You Are What You Eat." Packaged in 100s only.
Bag of 100 \$1.45
500 \$6.20
1000 \$12.00

Quantity _____ Amount _____



**44. Balloons

Best for use at school assemblies, parties, etc. Each balloon has a slogan on it.
Each \$1.00
100 \$9.00
250 \$22.00

Quantity _____ Amount _____

**45. Calendars

Each for 1974. Each calendar features a different picture of a child. Each calendar has a slogan on it.
Each \$1.00
100 \$9.00
250 \$22.00

Quantity _____ Amount _____

**46. Puzzles

Smiling tiger transforming into piggy bank puzzle. Each puzzle is 10" x 10" and has a slogan on it.
Each \$1.00
100 \$9.00
250 \$22.00

Quantity _____ Amount _____



**47. Note Paper and envelopes.

"You Are What You Eat" food tiger in full color. Each slogan fills the top side of the folded notes. Folder size is 5" x 3-1/4". Each package has 10 notes and 10 envelopes.
Each package \$45
10 packages \$4.00
25 packages \$9.25
50 packages \$19.00
100 packages \$37.00

Quantity _____ Amount _____



48. Bookmarks

Each bookmark has a slogan on it.
Each \$1.00
100 \$9.00
250 \$22.00

Quantity _____ Amount _____

49. Placemats

"You Are What You Eat" placemat, 17" x 10-1/2", with food tiger covering the mat.
10 \$1.20
100 \$9.00

Quantity _____ Amount _____



50. Others:

(a) Bicycle stickers with "School Lunch for Energy" in fluorescent ink. \$35 each

Quantity _____ Amount _____



(b) Sheet of 50 stamps with slogans: "School Lunch for Energy", "Good Health". Use on envelopes or correspondence to promote value of school lunch. \$10 per sheet

(Discount of 25 percent on orders of 100 or more)

Quantity _____ Amount _____



51. Publications Kit.

A complete kit including one of each of the items listed above can be ordered for display purposes at State Conventions. Along with the kit will come order forms so that materials may be examined at your state meetings and then ordered directly from the home office. Only the books have to be returned if not sold. Indicate when state meeting is to be held, to whom kit is to be sent and how many order forms you need.

When meeting to be held _____

Attention of _____

Number of order forms needed _____

**** Important! Use National School Lunch Week Order Form (May, 1973 Journal p. 66) for items 21-29 (b), 29 (e) and 41-47. This is to insure delivery for National School Lunch Week. After September 15, 1973, use this form for these materials.**

SEND ORDER TO:

ASFSA Publications, 1101 East Cliff, Denver, Colorado 80222

Give Name and Address Where Orders Should Be Shipped:

Do not use your P.O. Box number for large orders

Total Amount Enclosed _____

Name _____

Street Address _____

City _____ State _____ Zip _____

THIRD CLASS



DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

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SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction • Helena, Montana 59601

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JUN - 8 1973

May 1973

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NOTES FROM THE STAFF

School lunch personnel frequently feel somewhat ignored by administrators, teachers and students. This is partly the result of operating an efficient food operation and partly due to attitudes that consider school food programs as only feeding operations.

In truth, the school lunch is frequently at the bottom of the school educational program because school lunch personnel make little effort to improve its image. School food programs can no longer be content to serve solely as child feeding operations. All of us who are involved with school food programs must do all that we can to make them a viable part of education. School lunch should be a perfect partner for subject areas such as health, nutrition education, physical education and recreation. It is up to us to make a beginning by developing within ourselves positive attitudes toward the potential that is inherent within the program.

PLENTIFUL FOODS

The United States Department of Agriculture lists plentiful foods for May. It is suggested that local availability and price be considered when purchasing cranberry sauce, cranberry juice cocktail, dry beans, split peas, peanuts and peanut products, fresh oranges, frozen, canned and chilled orange juice, eggs, corn meals and grits.

Through its Plentiful Foods program the USDA's Consumer and Marketing Service keeps consumers and all segments of the food industry informed about foods expected to be in abundant supply and in need of marketing aid. The monthly list is compiled by USDA commodity specialists from sources available in government and the food industry.

CANNED BONED POULTRY ORDER CANCELLED BY USDA

The USDA has informed this office the Canned Boned Poultry allocated to you on cards October 12, 1972 was not purchased; therefore, you will not receive the shipment.

SPECIAL NOTICE

Miss Agnes Woodson, Supervisor, School Food Services, Great Falls, reports that the following summer classes may be of interest to you:

University of Montana, Missoula, is offering 2 credits for *Education Dealing with Fundamentals of Nutrition and Their Application in Elementary Education*, June 11 through June 15, 1973. This is a good class for anyone interested in food and nutrition.

Montana State University, Bozeman, through its School of Home Economics offers 4 credits for HE-P 580 *Skills and Strategies in Teaching Nutrition*, June 18 through July 18, 1973 (4½ weeks).

WORKSHOPS

The State School Food Services staff is formulating plans for fiscal year 1974 one-day area workshops which will be held during the early fall months of the 1973-74 school term.

REMINDER

On February 26, 1973 the School Food Services office sent each school a memo and two copies of Form F483 requesting the latest data on your school food service personnel. These Personnel Sheets are used to keep our records up-to-date. We would like to remind those schools that have not returned this form to please do so as soon as possible.

SPECIAL DAYS

To add extra color to your meals remember the following special calendar days:

May 13 - Mother's Day

May 28 - Memorial Day

FOOD DISTRIBUTION NOTES

The final "Food Distribution Receipt and Billing" will be mailed to all programs in May. Please return the buff colored receipt form and payment before the end of the school year.

"Information Concerning Food Distribution for the 1973-74 School Term" forms will be mailed in mid-May. It is very important that you carefully complete all spaces and promptly submit one completed copy before the end of this school term.

The "End-of-the-Year Inventory" forms will be mailed with the Information forms. This inventory of USDA foods should be taken on the last day of your lunch service and submitted immediately. Every effort should be made to use all perishable USDA foods before the end of the school term.

The food distribution clerks wish to thank all of you for your cooperation during the past school year. We hope each of you has a very pleasant summer.

CHECK LIST FOR CLOSING THE SCHOOL

LUNCH DEPARTMENT

(Check)

Yes No

1. Have you planned your school lunch menus so that you will not have a food inventory at the close of the school year? () ()

2. Is the storeroom clean and free from empty boxes, crates, etc., which would afford vermin hiding places during the summer? () ()

3. Have you made an inventory of any food which will be stored over the summer? () ()

4. Have you stored your carry-over foods as indicated below:
 - a. Butter at 0 degrees or below. () ()
 - b. Canned fruits and vegetables and peanut butter at 70 degrees or below (on shelves - not on floor) () ()
 - c. Dried beans, flour, and cornmeal in sealed containers under 70 degree temperature and relative humidity under 70%. () ()
 - d. Shortening under refrigeration (55 degrees F.) () ()
 - e. Dried milk, dry storage under 70 degrees F. relative humidity 35% or below. () ()

5. Have you established a plan for ventilating the storage room during the summer months and periodic checking of freezersto be sure it remains in operation? () ()

6. Have you left all equipment thoroughly cleaned and adequately protected for the summer as indicated below:
 - a. Refrigerator washed and cleaned with warm soda water. () ()
 - b. Stoves and ovens thoroughly cleaned and oiled. () ()
 - c. Mechanical equipment thoroughly cleaned and oiled. () ()
 - d. Sinks thoroughly cleaned and dried. () ()

7. Have all records been placed in order and arrangements made for their safekeeping for the minimum period of three years? () ()
 - a. Monthly reports and records substantiating reports. () ()
 - b. School Lunch Applications. () ()
 - c. All Direct Distribution records. () ()
 - d. All monthly School Lunch Bulletins. () ()
 - e. Equipment inventory. () ()

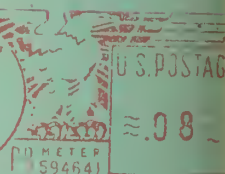
8. Have you placed all publications, such as USDA pamphlets, recipes, fact sheets, and equipment instructions in order and stored them for safekeeping until needed in future program operations? () ()

9. Have you removed from the school lunchroom all fire hazards, such as oiled cloths, matches, paper and trash? () ()

10. Have you arranged for locking the school lunchroom, all cabinets, and storage areas and for the safekeeping of the keys by responsible school officials? () ()

My rating would be excellent _____, below excellent _____

THIRD CLASS



DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

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SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

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MAY 17 1973
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April, 1973

PLENTIFUL FOODS

The United States Department of Agriculture lists plentiful foods for April. It is suggested that local availability and price be considered when purchasing peanuts and peanut products, cranberry sauce, cranberry juice cocktail, fresh oranges, frozen, canned and chilled orange juice and dry beans.

Through its Plentiful Foods program the USDA's Consumer and Marketing Service keeps consumers and all segments of the food industry informed about foods expected to be in abundant supply and in need of marketing aid. The monthly list is compiled by USDA commodity specialists from sources available in government and the food industry.

STORAGE INFORMATION

This spring's peanut butter shipment is for next year as well as the remainder of this year. We know that you cannot use all of the recent shipment of orange juice; however, if you end the year with an inventory of canned fruit, canned vegetables, or frozen meats, we *must* deduct them from your first allocations in the fall. If you end the year with a small supply of "open end" foods, this will not affect fall shipments. When foods are stored through the vacation months you are taking a chance on loss or damage due to freezer trouble, infestation, or theft.

As you know, your school is responsible for loss or damage of USDA foods through neglect; therefore, we urge you to use as many of the foods as you possibly can before your program closes its operation for this school year.

ORANGE JUICE ALLOCATION NEWS

The orange juice that was shipped the first week in April included the amounts you accepted on the first two allocation acceptance post cards.

CANCELLATION OF EXCESS PROPERTY OFFER FOR SCHOOL FOOD PROGRAMS

We have received notification from the Food Distribution Program Director, Western Region Office, USDA that no excess government equipment will be made available to their agency for reassignment to School Food Programs.

Please disregard this office's memo of February 14, 1973 concerning this excess property.

TEXTURED VEGETABLE PROTEINS

Q. What are textured vegetable proteins?

A. Textured vegetable proteins are made from oilseed or cereal products. The specifications for textured vegetable proteins allowed as partial meat alternate are contained in FNS Notice 219. These newly developed foods may contain other ingredients to help bind, stabilize, flavor, or color them. Soybeans are a common source material. Textured items from soy come in cubes, chunks, chips granules, and rolls.

- Q. What is USDA's interest in textured vegetable proteins?
- A. They offer another choice of protein foods and can reduce costs of school lunches without sacrificing nutritional value. In addition, these products have functional advantages; they retain fat and moisture in cooking, and thus help retain flavor and moisture.
- Q. Can schools be reimbursed if they serve a 2-ounce serving of textured vegetable protein alone?
- A. No. The serving must include at least 70 percent meat, fish or poultry.
- Q. Are all textured vegetable protein products dry?
- A. No. Some products are sold in frozen hydrated form. This form may be mixed directly with meat, and does not need to be pre-mixed with water.
- Q. How should textured vegetable protein be mixed in a school kitchen? Are there any special problems?
- A. It may be hydrated first and the hydrated product mixed with meat. After hydration the storage life is shortened and the product should be used right away.
- The three ingredients (meat, water, and dry textured vegetable protein) may be combined in one operation. Seasonings may also be added in the one step. The important thing is to get them thoroughly hydrated and mixed.
- Q. Is it necessary to develop new recipes for use of textured vegetable protein-meat mixtures?
- A. Yes. Some companies now have such recipes available. These should be reviewed to assure that they are appropriate for local use.
- Q. What textured vegetable protein-meat products might be expected to be the most acceptable?
- A. Mixed dishes will probably be most popular, mainly because they are highly seasoned. Beef patties, barbecued beef, lasagna, chili, sloppy joes, pizza, and meat balls may be the most popular entrees containing textured vegetable protein.

From—*Chuckwagon Roundup*, Texas
October 1972

HEALTH FOODS

More and more people every day are becoming interested in food as an approach to good health. Since this is one of the goals of school food services, we should be enthused about this renewed interest in foods and health. *But*, when we look a little deeper into this subject, we see that it can often be something very misleading and confusing, rather than something to be enthused about.

The new interest in foods expounds the glories of health foods, organic foods, and natural foods. Often these foods are not found in the grocery store, but rather are found in specialty stores.

But what is really meant by these terms? Health foods are obviously those foods which are conducive to good health. But wouldn't all edible foods, when properly used in a balanced diet, be health foods? Organic foods are those foods grown with the use of fertilizers or pesticides of animal or vegetable origin, as distinguished from manufactured chemicals. However, no food can be grown with just organic compounds because the soil naturally contains inorganic compounds such as nitrogen. Technically, all foods could be called organic foods--carbohydrates, fats and proteins, because they contain the organic compound oxygen. The type of fertilizer used does not influence the nutrients found in the plant itself. If fertilizers are not used, the soil will soon deplete to such an extent that it will not produce enough food for the population. If organic fertilizers are not available, chemical fertilizers may be used just as effectively to increase crop yield.

Natural foods are supposedly those foods which have no substances added during processing. This means that even substances like sugar and salt cannot be added to "natural foods". Actually, all foods could be called natural foods because all foods are natural or are manufactured from natural foods. Nutrients, which include most of the vitamins, are not classified as foods, and may be either of natural origin or can be manufactured synthetically. For instance, Vitamin C occurs naturally in oranges. It can also be manufactured as a nutrient and added to foods that are low in Vitamin C or that have lost the vitamin during processing; for example, dehydrated potato flakes. Both the natural and the manufactured form of the vitamin are used as effectively by the body.

From the definitions used above, all of the Type A lunches served each day fall in to the categories of health foods, organic foods and natural foods. So why not push the Type A meal as a new approach to health.

From—*Luncheon Digest*, Colorado
January-February 1973

FROM IODINE TO IODIZED SALT

A few years ago, most medicine cabinets contained a small bottle of iodine for everyday cuts and bruises. Many of us were familiar with the infamous sting of this antiseptic. But are we aware that iodine also plays a major health role internally-although the skull and crossbones on the bottle warn us not to get our daily quota from the medicine closet.

Iodine acts as a "timer" for the body and helps the thyroid gland to regulate the rate at which the body uses energy. Without sufficient iodine, the thyroid gland must strain to meet this body need. The gland becomes overstimulated and enlarged, resulting in a condition called simple goiter.

During World War I, simple goiter was so common, that surgery for its removal was a weekly occurrence. In some states at that time, as many as eight out of every ten school children exhibited enlarged thyroid glands.

The amount of iodine in food depends upon the amount of iodine in the water or soil. Near the ocean, the amount of iodine in foods is much greater. Seafoods are the richest source of this mineral.

Further inland, before the function of iodine was known, there were areas where enlarged thyroid glands were prevalent. The Great Lake Region of the United States became known as a "goiter belt." So many people developed this condition, it was called endemic goiter.

The daily requirement for iodine is very small--but without it, we cannot live. The addition of iodine to salt after World War I made goiter practically nonexistent in this country. Salt was selected because it is used universally, is inexpensive, and its flavor is not affected by the iodine.

This should be the end of our story--BUT, goiter has re-emerged as a nutritional problem during the past few years. Just fifteen years ago, 80 percent of all the table salt consumed in the United States was iodized. Today, less than 40 percent of the salt sold has iodine added.

WHY? Perhaps consumers are trying to save a few cents (but this is penny-wise and pound-foolish.) Probably, people no longer realize the difference between the two salts and the importance of selecting the iodized brand. It's up to us to protect our families by buying iodized salt, and to update our friends and neighbors on this important nutrition fact.

From--Massachusetts Newsletter

People who live in the Rocky Mountain area, which includes Montana, are likely to develop goiter unless iodine is added to their diet. It is important for us in the School Food Services to be sure that we are using iodized salt when cooking for the school lunch and breakfast programs.

COOK'S CORNER

Helpful Hints

Hair Nets

Some women have found an unusual place to keep their hair nets clean and safe from tearing. They put them in a medicine bottle.

Peanut Butter

In measuring peanut butter and eggs, measure the eggs first and in the same dish measure the peanut butter. Peanut butter will slip out easily and not stick to measuring container.

Cheese

To avoid stringy cheese on casserole topping, mix buttered crumbs with cheese first.



IDEAS FOR EASTER

Frost cupcakes with green tinted coconut. Place small candy Easter egg on top of each one.

Serve whole hard-boiled eggs which have been colored using pure food coloring.

Decorate your serving counter with perky bunnies or chicks or gay egg-filled Easter baskets.

Ham and Egg Salad
(100 portions)
(1/2 cup provides one 2 oz. protein serving)

Ingredients	Weight	Measures	Directions
Hard-cooked eggs, diced		44	1. Combine eggs, ham, apples, pickle and parsley
Diced cooked smoked ham	7 lbs.	1 gal. 1 $\frac{3}{4}$ qt.	2. Stir onion, mustard, salt and pickle liquid into the mayonnaise
Diced pared apples	3 $\frac{1}{2}$ lbs.	3 $\frac{1}{2}$ qts.	Mix well
Chopped sweet pickle	1 lb. 12 oz.	1 $\frac{1}{2}$ qt.	3. Pour dressing over ham mixture. Toss to blend
Chopped parsley	$\frac{1}{2}$ oz.	$\frac{1}{2}$ c.	4. Chill before serving
Grated onion		1-1/3 T.	5. Portion with No. 8 scoop (1/2 cup)
Prepared mustard		$\frac{1}{4}$ c.	
Salt	$\frac{1}{2}$ oz.	1 T.	
Pickle liquid		1 c.	
Mayonnaise	1 $\frac{1}{2}$ lb.	3 c.	

DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

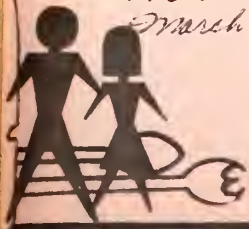
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March 1973



SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

DOCUMENTS

March, 1973

PLENTIFUL FOODS

The United States Department of Agriculture lists plentiful foods for March. It is suggested that local availability and price be considered when purchasing peanuts and peanut products, dry beans and turkeys.

Through its Plentiful Foods program the USDA's Consumer and Marketing Service keeps consumers and all segments of the food industry informed about foods expected to be in abundant supply and in need of marketing aid. The monthly list is compiled by USDA commodity specialists from sources available in government and the food industry.

FOOD DISTRIBUTION PROGRAM BRIEFS

Commodity Receipt and Billing

The Commodity Receipt and Billing forms for November 4, 1972-February 23, 1973 were mailed the last week of February. Please do not add or subtract from the donated foods listed on the receipt and billing form. The prompt return of the commodity receipt form and payment will assist us in providing better service.

Value of USDA Foods Received by Montana

The Helena wholesale value of USDA donated foods received by schools during the 1971-72 school year was \$1,333,710. The approximate Helena wholesale value of the food schools will receive this year is \$1,068,419. Rising food costs at the local level tend to further affect, adversely, the dollar value of food received. The late arrival of foods such as flour and butter shipped to Helena also is a problem. All foods arriving in Helena are shipped to schools as soon as possible. The only foods we store are occasional small shipments that are placed in temporary storage to be combined with other shipments of food in order to reduce shipping costs.

We hope next year will be better. In the meantime, we are doing what we can to improve this part of the program.

MARCH 31 INVENTORY OF USDA FOOD

The March 31 inventory forms will be mailed the latter part of this month. This inventory must be taken on Friday, March 30, 1973. Please take a physical count of all USDA donated foods on this date. Complete both forms and immediately return the original to School Food Services, Office of the Superintendent of Public Instruction. Please retain the copy for your files.

"OPEN-END" USDA FOOD ESTIMATES

"Open-End" USDA Food Estimate forms will be mailed the latter part of March. "Open-End" USDA donated foods are available in quantities to meet your program needs. The *only way* to obtain these foods, however, is by estimating your needs for the 1973-74 school term on the "Open-End" USDA Food Estimates form and submitting the form to School Food Services, Office of the Superintendent of Public Instruction. The estimates must be submitted on or before the due date shown on the form.

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BOZEMAN

The School Food Services office must submit to the USDA estimates of "open-end" foods for all the school food service programs in the state. The first quarter estimates and requisitions, which are for early fall shipment include *all* the once-a-year orders, and are due in San Francisco the first part of April. School Food Services is obligated to order these foods in amounts that all schools can utilize during the school year in which they are received. Because of the limited amount of rented space available and the extremely high cost of renting storage space, the USDA foods must be shipped to schools immediately upon arrival in Helena. This will help to keep the unit cost to the schools at a minimum. Schools are responsible for USDA donated foods that become "out of condition" when in their possession. School food program managers should exercise as much care in ordering these "open-end" USDA donated foods as they do when ordering purchased food.

If your home economics department plans to use "open-end" USDA donated foods, they should include the amounts they need in this order.

MENU PLANNING

Have you really looked at your menus lately? Are you in a rut? Do you use the same food combinations over and over? Some districts have centralized menus and a cook may have to use the menu as planned. Even so, a cook should be able to make some suggestions. As we travel over Montana, we occasionally find menus that could be improved as to variety, color, texture and attractiveness. Meeting Type A lunch requirements does not assure that the lunch is well planned. For example, a lunch of sliced bologna, whole kernel corn, mashed potatoes, yeast roll, brownie and milk will meet Type A lunch requirements. It is a lunch that has little texture and eye appeal. Also, it is quite starchy. Try using a "low calorie" vegetable with a "high calorie" vegetable. Or a vegetable and fruit combination could be used instead of two vegetables. Some of the commonly used vegetables may be placed in three classes based on their calorie content:

LOW CALORIES

green beans
asparagus
broccoli
Brussel sprouts
squash
tomatoes
mushrooms
cabbage
green peppers
all greens
lettuce
sauerkraut

HIGH CALORIES

green peas
carrots
onions
beets
pumpkin
green lima beans

HIGHER CALORIES

corn
potatoes
dried beans and peas

School lunches have received the reputation of being fattening. Work hard to destroy that myth and project the image that school lunches are not starchy and fattening, but are nutritious. Nutritious meals and foods need not be fattening!

Paraphrase from:
Florida Food & Nutrition Services
Newsletter, February 1973 issue

FACTS ON FAT

The butter or fortified margarine requirement in the lunch pattern is 1/2 teaspoon for 1-6 year-olds and one teaspoon for 6-12 year-olds. This means that one pound of butter is needed for each 192 lunches served to younger children and one pound for each 96 lunches served to older children.

Fats are used by the body for energy, to form tissue fats and for the functions of certain body tissue. Excess fat not needed for body functions or immediately "burned" for energy will be stored as fat tissue.

One must also keep in mind that butter and margarine are not the only fats in a meal. Other fats usually used are oil salad dressings, mayonnaise, shortening in baked goods, fats in meats, fats used in sauces, seasonings, and nuts.

A diet too high in fat isn't desirable since it may lead to overweight and other health problems. This is why using the recommended amounts of butter or margarine, rather than 4-5 times this amount as is often the case, is very important from a nutritional standpoint.

From: *Food for Thought, USDA*

WORKSHOPS

The State School Food Services staff is formulating plans for fiscal year 1974 one-day area workshops which will be held during the early fall months of the 1973-74 school term.

SPECIAL CALENDAR DAYS

Brighten up the menus and the lunchroom through the use of pastel color in menus and decorations.

March 17—St. Patrick's Day

March 21—First Day of Spring

COOK'S CORNER

When planning menus for the remainder of this school term keep in mind that USDA donated commodities are allocated to schools for use during the year in which they are received. We suggest that you make a special effort to use donated commodities in your menus for the remainder of the school year.

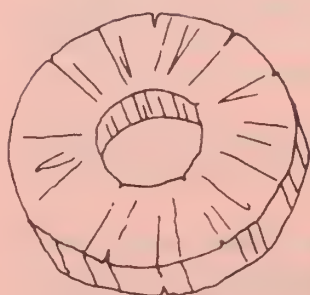
The Home Economics Department of the Campbell Soup Company in cooperation with the New Jersey Commodity Distribution Agency has prepared five delicious, easy-to-prepare main dish recipes using USDA Canned Boned Chicken. These recipes will be of assistance in utilizing a donated commodity which is valuable but difficult to manage. Schools may request these recipes by writing to:

Campbell Soup Company
Food Service Products Division
Box 73A
Campbell Place
Camden, New Jersey 08101

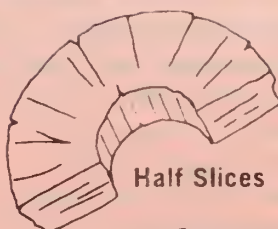
Please share the *School Food Services Newsletter* with the school administrators and other personnel who have responsibilities for the program. The "For The Administrator" page that is attached to each issue of the newsletter should be given to the person responsible for this phase of the program

How to Buy CANNED PINEAPPLE

KNOW THE STYLES



Whole Slices



Half Slices



Broken Slices



Chunks



Crushed



Tidbits



Spears

All styles of canned pineapple may be packed in extra-heavy sirup (the sweetest), heavy sirup, light sirup, water, sweetened or unsweetened pineapple juice, or other fruit juices. Whole slices and spears generally cost the most. Some uses of the different styles are:

- Whole slicesupside-down cake or salads
- Crushed and tidbits gelatin molds, pastries, or sauces
- Chunks and spearsfruit cups or plates

Broken and half slices can be used in many of the same ways as the other styles.

CHECK THE GRADE

Most canned pineapple is packed and priced according to its quality or grade. Top quality costs the most. The U.S. grades, described below, can help you check the quality of canned pineapple. All grades should be relatively sweet and not too tart.



—TOP QUALITY. Grade A or Fancy canned pineapple looks and tastes the best. The color is generally a bright light yellow to golden yellow although some pineapple may have a light cream color, depending on where it is grown. Except for crushed, all styles in this grade—whole slices, spears, chunks, and tidbits—are uniform in size and shape. The pineapple is firm, yet tender, and free from hard core material. There are few if any bruises, deep fruit eyes, or other defects. This grade is excellent for special occasions.

U.S. Grade B—VERY GOOD QUALITY. Although not quite the quality of Grade A, Grade B canned pineapple has good flavor and color. There may be a small amount of core material or other defects; some pieces may be of irregular size or shape; and the color may be variable.

U.S. Grade C—FAIR TO GOOD QUALITY. In this grade, canned pineapple may have some defects or core material. Pieces may be irregular in size and shape. Color may be slightly dull and flavor is not as good as in the top two grades. But Grade C canned pineapple is just as wholesome and is generally a thrifty buy.

- Because of their irregular sizes and shapes, half slices and broken slices are of Grade C quality—even if they look and taste as good as the higher grades.

RICE IDEAS FOR SCHOOL FOODSERVICE

from



P.O. BOX 22802
HOUSTON, TEXAS 77027

4, Bulletin #2

Holding Cooked Rice

Rice stays in good condition probably longer than anything else on the steam table. But there may be times, if you transport foods or serve several shifts, when you will want to hold it for more than an hour. In this case (1) undercook it slightly; (2) hold it in shallow pans, mixing in 1/2 cup melted butter for each gallon of cooked rice; (3) maintain the temperature between 140° and 160°.

Cooked rice may also be held for several days in the refrigerator without losing its taste, quality or nutrients. Cover it tightly so it won't absorb odors from other foods. When reheating, add one-half cup liquid for each quart of cooked rice and simmer until hot.

Summer Storage Note

If you have rice on hand at the end of the school year, it is easy to keep in good condition until school re-opens. Simply store it off the floor in a tightly lidded moisture-proof container in a cool, dry area.

"Everything You Need To Know About Rice Pizza" -- the easy quantity recipe -- with ten suggested variations in toppings -- is yours for the asking. Drop us a note or card and we'll send it to you. Rice Pizza, or call it Pizza Rice if you prefer, has gained a lively popularity throughout the nation's schools during the last year or so. Cooked rice is packed down and held together with cheese and eggs, making an ideal base for various meat toppings. It's a "fun food" that appeals to the imagination of the children and also fills the Type A requirements for protein and the equivalent of one-half cup of vegetable.

The Rice You Serve...

- * Is all grown in the United States-- a fact that a surprising number of people do not know. American rice is grown primarily in Arkansas, California, Louisiana, Mississippi and Texas.
- * The United States is the world's chief exporter of rice, sending it to over 100 foreign countries.
- * All rice in the USDA donated foods program is enriched with iron, thiamine and niacin.

Promoting a Balanced Diet

When overweight children decide to go on a diet the first thing they usually do is to cut down on the bread/cereal group of foods -- one of the Basic 4 foods that must be consumed daily for a healthy body. They somehow feel that this is where all the calories are. Not so. You might point out when you're chatting with these instant dieters at the serving line that a half cup serving of rice contains only 82 calories. And rice, besides essential carbohydrates, provides minerals and some of the B vitamins, and its protein content, while limited, is composed of all 8 of the essential amino acids in the right proportions to be effectively utilized.

Meat Alternate

Main Dishes

100 Portions			
Ingredients	Weights	Measures	Directions
Butter or margarine	1 lb	2 cups	1. Melt butter; blend in flour dry mustard and salt.
Flour	12 oz	3 cups	
Dry mustard		6 tbs	
Salt		1/4 cup	
Milk		3 1/2 qt	2. Add milk; cook over low heat stirring constantly, until sauce is smooth and thick. Add cheese and stir until melted.
Old English pasteurized process cheese, grated	6 lb	1 1/2 gal	
Eggs, separated	6 lb 8 oz	52	3. Combine cheese sauce with well-beaten egg yolk and rice.
Hot cooked rice	16 lb 8 oz	3 gal	4. Fold in egg whites stiffly beaten but not dry. Scale 8 pounds 12 ounces (1 1/2 gallons mixture into each of 4 greased pans (12 x 20 x 2 inches).
			5. Bake at 350° for 40 minutes.

PORTION: 1 piece, 2 x 3 3/4 inches--provides the equivalent of a 2-ounce serving of cooked meat.

Transporting in thermal containers or insulated cabinets: Immediately place prepared product into thermal containers of insulated cabinets to keep hot.

Transporting in thermostatically controlled cabinets: Cover and hold at 140° to 160° up to 3 hours.

Transporting in single-service containers: Portion into individual containers. Overwrap. Refrigerate or freeze. Heat before serving.

Adapted for use in
Georgia School Food Service

Mrs. Sara Johnstone, Area Consultant, School Food Service
Miss Margaret Roper
Georgia Department of Education, Atlanta, Georgia 30303

SOUTHERN RICE CASSEROLE

Meat and Alternate

Main Dishes D

100 Portions			
Ingredients	Weights	Measures	Directions
Hot cooked rice	16 lb 8 oz	3 gal	1. Combine rice, chicken, soups and Worcestershire sauce. Mix well. Scale 11 pounds 6 ounces (1 gallon 1 1/2 quarts) into each of 4 greased pans (12 x 20 x 2 inches).
Cooked chicken or turkey, chopped	9 lb	1 gal + 3 1/4 qt	
Condensed cream of chicken soup	3 cans (50 oz each)	1 gal + 2 3/4 cups	
Condensed cream of mushroom soup	3 cans (50 oz each)	1 gal + 2 2/4 cups	
Worcestershire sauce		1/4 cup	2. Top each pan with 14 ounces (3 1/2 cups) cheese.
American cheese, grated	3 1/2 lb	3 1/2 qt	
			3. Bake at 350° for 30 minutes or until hot and bubbly.

PORTION: 1 piece, 2 x 3 3/4 inches--provides the equivalent of a 2-ounce serving of cooked lean meat.

Transporting in thermal containers or insulated cabinets: Immediately place prepared product into thermal containers or insulated cabinets to keep hot.

Transporting in thermostatically controlled cabinets: Omit step 3. Cover and hold at 140° to 160° up to 4 hours.

Transporting in single-service containers: Omit steps 2 and 3. Portion into individual serving containers. Top each with 1/2 ounce (2 tablespoons) cheese. Overwrap.

Refrigerate or freeze. Heat before serving.

Mr. James Godry, School Lunch Director
Sweet Home Central
Buffalo, New York 14221

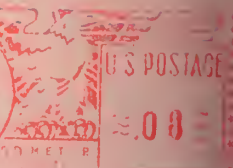


DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

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SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

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February, 1973

PLENTIFUL FOODS

The United States Department of Agriculture lists plentiful foods for the month of February. It is suggested that local availability and price be considered when purchasing broiler-fryers, peanuts and peanut products, and frozen red tart cherries.

Through its Plentiful Foods program the USDA's Consumer and Marketing Service keeps consumers and all segments of the food industry informed about foods expected to be in abundant supply and in need of marketing aid. The monthly list is compiled by USDA commodity specialists from sources available in government and the food industry.

FOOD DISTRIBUTION PROGRAM BRIEFS

Do You Need Pinto Beans for Your Lunch Program?

We have available a small quantity of 25 pound bags of dry pinto beans. If you would like to receive some of these beans for use in your program, please request, in writing, the quantity you want. Mail your request to: Supervisor, School Food Services, Office of the Superintendent of Public Instruction, Helena, Montana 59601.

Food Distribution Receipt and Billing Forms

We will soon be mailing the Receipt and Billing forms to cover USDA foods shipped during December and January. Please note exceptions, sign the buff-colored copy of the form and return it as soon as possible.

REMINDER

Because of government requirements, it is imperative that all program reports be received in the School Food Services office by the due date. Among those reports due are Claims for Reimbursement by the 10th of the following month, and Quarterly Financial Reports due the 30th of the month after the end of a quarter. Getting these reports in on time will be appreciated.

CHANGE IN PERSONNEL

We welcome Linda Anderson as secretary for the School Food Services Program. Mrs. Lori Michels, former School Food Services secretary, has enrolled in Carroll College and will work for the office of the Superintendent of Public Instruction on a part time basis.

USDA DONATED FOODS ELIGIBLE FOR USE IN SCHOOL HOME ECONOMICS TRAINING PROGRAMS

Public Law 86-756 provides that schools receiving USDA foods for use in school food programs are authorized to use these foods for the purpose of training students in home economics. Only the donated foods listed as "open end" foods are eligible for use in such programs.

Home economics departments desiring to use "open end" foods for training purposes should estimate their needs for the 1973-74 school year and include them in the "*Open End*" *Commodity Estimate* report. This report will be submitted by local school food supervisors to School Food Services, Office of the Superintendent of Public Instruction before April 6, 1973.

Donated foods that may be used include all-purpose flour, bread flour, print butter, dry milk, rice, cornmeal, rolled oats, rolled wheat, split peas, vegetable oil, dry navy/Great Northern/pinto beans (no choice), shortening, and dry red kidney beans.

The only charge for donated foods is a handling charge.

SPECIAL CALENDAR DAYS

The following days offer an opportunity for a little something special in the selling of our food programs.

February 12 — Lincoln's Birthday

February 14 — Valentine's Day

February 19 — Washington's Birthday

March 17 — St. Patrick's Day

PARTICIPATION

Last fall we issued a challenge to all managers and cooks: What ways can you find to increase your school food service student participation, especially the teenagers? This was followed by a number of suggestions that have worked well for some schools. Did you accept the challenge? Do you take time from your busy round of food activities to read the newsletters carefully? The November, December and January *Type A Topics* contain some excellent suggestions for increasing participation. Why not sit down with your staff and have an evaluation session of your own program to see what improvements you can make. Don't forget to include the students, teachers and administrators in your evaluation sessions. They are your customers and may give you some valuable tips. Try one innovation at a time, and if it works, proceed from there.

COOK'S CORNER

In the October 1972 *School Food Services Newsletter* the recipe for Crazy Crust Pizza omitted the size of pan to be used. This recipe calls for 14" x 16" pans. After baking, the pizza should be cut into 24 pieces. For best results be sure to follow the baking directions.

Helpful Hints

When making hot dogs, place cooked wieners in buns, pack into baking pan five layers deep, if desired cover tightly with foil and bake in 350 to 375 degree oven 30 to 45 minutes. Rolls and wieners will be heated through.

From: January 1973 *USDA Newsletter*

Mrs. Emma Haab, school lunch cook at Clancy, mailed the following recipe for "Chicken Vegetable Pot Pie." Perhaps you might be interested in trying it in your school lunch program.

CHICKEN VEGETABLE POT PIE

(150 Servings)

Ingredients

40 lb. Potatoes, diced
4 lb. Carrots
1 No. 10 can Peas
3 lb. Celery
3 lb. Onions

12 – 29 oz. cans USDA Boned Chicken

Directions

1. Season and cook in roasters until almost done.
1. Chop chicken into smaller pieces, if necessary
2. Add chicken to cooked vegetables, cover with water, thicken lightly
3. Pour into cake pans or other shallow pans, strip with biscuit dough or cover with biscuits
4. Bake 10 minutes at 450 degrees
5. Serve

TACO SALAD

(100 Servings)

Ingredients

10 lb. Ground beef
3 No. 10 cans Chili beans
2 t Salt
1 lb. 10 oz. Corn chips
3 lb. Cheese
5 lb. Lettuce
3 lb. Tomatoes

Directions

1. Brown ground beef, drain
2. Add chili beans and heat
3. Place ¼ oz. corn chips on serving tray
4. Cover with No. 6 scoop of chili mixture
5. Add ½ oz. each, cheese and lettuce
6. Top with chopped tomatoes

From: *North Dakota School Lunch News*
September 1972 Issue

SOUPER FRENCH DRESSING

(Yields 2½ quarts)

Ingredients

1 50 oz. can Campbell Tomato Soup
¼ c Minced onions
½ c Sugar
1 T Dry mustard
1 T Salt
1 T Pepper
1 c Cider vinegar
3 c Salad oil

Directions

1. Combine tomato soup, onion, sugar, dry mustard, salt and pepper
2. While beating with electric mixer, add vinegar and oil alternately
3. Refrigerate



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Superintendent of Public Instruction
Helena, Montana 59601

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SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

PLENTIFUL FOODS

January, 1973

The United States Department of Agriculture lists plentiful foods for the month of January. It is suggested that local availability and price be considered when purchasing fresh oranges, frozen concentrated orange juice and canned orange juice, cranberry sauce, rice, dry beans and broiler-fryers.

Through its Plentiful Foods program the USDA's Consumer and Marketing Service keeps consumers and all segments of the food industry informed about foods expected to be in abundant supply and in need of marketing aid. The monthly list is compiled by USDA commodity specialists from sources available in government and the food industry.

CANCELLATION OF TURKEY ALLOCATION

We have been advised by the USDA that they have terminated the purchase of frozen turkey for this year. Therefore, you will not receive your last allocation that was offered to you on cards dated November 29, 1972.

A RURAL TOWN BUILDS A LUNCH PROGRAM*

By Benedicto Montoya
Information Specialist
Food and Nutrition Service

WITHDRAWN
MONTANA STATE UNIV.
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Outwardly, the little red schoolhouse in Elliston, Montana, hasn't changed much over the years. The sidewalk is faintly marked with the chalk stains of countless hopscotch games, and boys still kick up dust in the pasture-like playground in front of the aging brick building that houses grades one through eight.

It's a rural school, one of many in Montana, and for generations has been the center of activity for the logging community of about 200 people just across the Great Divide from the State's capital, Helena.

Inside the school, however, things have changed--especially when the lunch bell rings. Gone from the hallway coat racks are the brown paper sacks and colorful, battered lunch boxes that once contained the energy for noontime frolicking. In their place is a hot lunch program that may be an answer to providing school lunches for rural children.

Like many rural schools, Elliston until recently had little hope of establishing a conventional hot lunch program. Equipment costs are high and space limited. A milk program was in operation.

*Reprinted from *Food and Nutrition*, May 1972

Elliston, however, did have a couple of things going for it. First, there was a large all purpose room in the school's basement, serving the school during the day and the community on evenings and weekends, and there was strong parental desire to begin a school lunch program, spearheaded by an active community group called the Twenty-Seven Club.

When Brisbin Skiles, school food services supervisor for the state, asked if they would be interested in a hot lunch program that could be operated out of a small space at a beginning cost to the community of around \$500.00, Elliston parents eagerly asked, "How?"

The plan laid out for Elliston called for canned main dishes, called cup-can lunches, three days of the week, and a lunch prepared from U.S. Department of Agriculture donated foods the other two days. The cup-cans, specially designed for school lunches, are heated overnight in a small, inexpensive and easily operated oven that uses about 5 cents worth of electricity. Nine different eight-ounce entrees are available, and with the addition of milk, bread and butter and a side dish of fruit or vegetable, they meet USDA standards for a Type A lunch.

The reason for combining the two feeding ideas, according to Skiles, was "to get the best of both programs." Wanted was a program that utilized USDA donated foods, but not to the extent requiring purchase of expensive, heavy duty institutional kitchen equipment. Because cup-can is served three days a week, the kitchen can be equipped at about half the cost by buying the smaller, less expensive home style appliances, for which USDA nonfood assistance funds pay 75 percent. Also taken into consideration were such things as labor and operating costs, and the child's nutrition experience afforded through meal variety.

With the community's portion of the equipment costs donated by the Twenty-Seven Club, the Elliston kitchen was outfitted and ready to begin the pilot program in November 1971. Throughout the school year club members donated their services to prepare lunches, set up tables and other tasks connected with the school lunch operation. In addition, to encourage all students to participate, children who can afford to pay are charged only 25 cents per lunch, with the difference between that and actual lunch cost made up by the club. The club donates \$100.00 a month to the school lunch program, raised from bake sales, dances, raffles and other activities. Those mothers who aren't able to work on a regular basis help by baking, cooking and babysitting for the preschool children of mothers working at the school. Volunteer hours at the school total about 50 hours per week.

Participation in the program by the 60 children has been well over 90 percent throughout the year and has on occasions reached total participation.

Children are encouraged to eat as much as they want, but when some of the older boys were "somehow downing" the contents of three cup-cans, the volunteer mothers had to draw a line. "The children aren't starving," one volunteer explained, "just active, growing and like the food."

The popularity of the lunch is second only to the popularity of cleaning up after lunch. Volunteer mothers have been joined by volunteer school children who have signed up en masse for the chore. They are selected only if they have managed to keep abreast of their school work.

The success of the pilot program at Elliston is evidenced by the number of visitors dropping in to view the operation. Other rural Montana and Idaho schools have expressed an interest in the program.

While Skiles is impressed and happy with the volunteer efforts of the Elliston mothers, he feels that volunteer help on the scale of Elliston isn't vital to the establishment of a school lunch program in a rural school. He optimistically claims that any school regardless of size or location can provide hot nutritious lunches for their children.

COOK'S CORNER

HOLDING THE LINE ON COSTS

Wise Food Purchasing

Purchasing may be defined as the acquisition of goods and services and the payment of an acceptable price for them. It may also be defined as obtaining the right product, in the right amount, at the right time and at the right price. Purchasing influences the success or failure of a school food service program which spends over one-half of every dollar for food. Good purchasing procedure is the heart of cost control. Anyone can pick up a telephone and place an order, but ordering is not purchasing. Intelligent purchasing involves many factors, and good buyers need to explore these factors before making buying decisions.

Menu

It is important to purchase foods which make a nutritious contribution to the Type A pattern. You will not be reimbursed for serving meals that do not meet the menu pattern. Read product labels to be sure the foods you buy meet the pattern. For example, be sure the fish portions you purchase contain two ounces of protein per serving; the hamburger patties are not all cereal. Be sure to purchase fruit juices which are full-strength juice, and not just flavored water.

Refer to the USDA's "Menu Planning for Type A School Lunches" and "Food Buying Guide for School Lunches" for help in planning and purchasing the right foods for nutritious meals.

Inventory

Accurate records of how much food is on hand are essential to avoid duplication of orders and to avoid tying up capital and storage space. Unused and/or spoiled foods mean loss of valuable food dollars.

Market

Know what products are available and which suit your needs. Smart shoppers purchase products for their intended use. It is wasting money to buy whole, Fancy Grade tomatoes if they are going to be used in sauce. Crushed tomatoes would do just as well and save you money. For certain salads or desserts where appearance is important, the more expensive fruit and vegetable grades are preferable. When appearance is not important, however, less expensive grades (which are just as wholesome as the higher grades) should be used.

Information on product standards may be acquired from the Information Division, C & M, U.S. Department of Agriculture, 26 Federal Plaza (Rm. 1653), New York, New York 10007.

Ordering

Specific orders are important in wise purchasing. Canned vegetables and fruits for example, come in a variety of sizes, styles and grades. If you ask for "green beans" you may get a Fancy Grade, French Style bean when you only wanted, or needed, a Standard Grade, Mixed Cut bean. The difference in price is significant.

The best way to communicate your needs to the purveyor is in writing. Specifications will vary depending upon your needs, but they should contain some of the following information:

- Name of the product
- Federal grade, brand, or trade designation
- Size of the container and number of units per case on which prices will be quoted
- Type, style, and variety
- Packing medium and syrup density
- Concentration or specific gravity
- Count or portion size
- Drained weight
- Federal certification

Testing Products

Be sure to test any new products you intend to purchase. Otherwise, you may find you have caseloads of food items on hand that are of inferior quality or that the students won't eat. Salesmen will be very happy to give you sample items. Be sure the sample is identical to what you intend to purchase. Verify the content of the can or package. Are you getting the amount the label says you are getting? Check drained weight, appearance, texture and flavor. Check for product quality. If it is damaged in any way, or if you have to throw some of it out, you are losing money. Prepare the product as it is to be served. See how the students accept it before you serve it on a regular basis.

Vendors

Experience will guide you in choosing vendors who are dependable, reputable and cooperative. Ask yourself this question: Am I consistently getting the highest quality food, the wisest selection and the best delivery service--all at the lowest costs? A purveyor may offer you an item at a very low price, but if the quality is not good, or the delivery service is not reliable, you are losing, not saving.

Establish good working relationships with your salesmen. This makes everyone's job easier, and the salesmen will be more likely to aid you in emergency situations and tell you of their special sales.

Other Factors

The best buys, of course, are to be found on the monthly commodity ordering forms. Where else can you get frozen ground pork for transportation & handling charges only? Strive for full commodity usage. If you have adequate equipment and preparation facilities, and sufficient help, you should be able to make maximum use of commodity foods. If necessary, conduct an in-service training program to instruct your employees in preparation of commodity foods.

Look for seasonability and availability of foods. Buy certain fruits and vegetables when they are in plentiful supply. For the most current information on plentiful fruits and vegetables, write to the United Fresh Fruit & Vegetable Association, 777 14th St., N.W., Washington, D.C. 20005.

Massachusetts School Lunch Newsletter
November, 1972

CONVECTION OVENS--WHAT ARE THEY?

This question has posed many a query in people's minds. CONVECTION, as defined in Webster's Dictionary, is the transfer of heat by moving masses of matter. In the case of a convection oven, the matter is air and is circulated by means of a fan turning at a uniform speed within the closed compartment--the oven.

The air in the convection oven may be heated by electric heating elements or by gas burners. The heated air circulating throughout the oven bakes or roasts the product with uniformity of temperature.

The large capacity of this oven makes it very useful in every type of food service facility. When roasting meats and poultry, water should be placed in the oven so that a moist atmosphere will be formed within the oven from the water, rather than the meat juices. Also, meat racks should be used for roasting so that roasts will not sit in their juices. This recommended procedure can reduce shrinkage.

Convection ovens will perform well if proper care is given to following the given directions for loading, (shelf arrangements) times and temperatures. The following "DO AND DON'T" list may give you some added information for better use of your oven.

DO

DON'T

- | | |
|--|--|
| 1. Do follow suggested shelf arrangements for best results. | 1. Don't overload the oven and expect good results |
| 2. Always follow time and temperature directions as shown on the recipe cards rather than what may be good in another type oven. | 2. Don't load the oven with the fan operating. Push the convector switch so that the fan goes off automatically when door opens. |
| 3. Always center pans in oven horizontally and vertically. | 3. Don't use pans that are too deep as they will tend to give poor color. |
| 4. Always put partial loads of food on the center shelves in the oven for best results. | 4. Don't open the oven doors during the cooking cycle. |
| 5. Reduce the moisture in cake and bread recipes if your favorite recipe doesn't come out just right. | 5. Never cover shelves with aluminum foil. It limits air circulation. |
| 6. Do use meat roasting racks for more uniform meat products. | 6. Never put water in the drip pan; rather put it in a cooking pan. |
| 7. Do use commercial oven light bulbs only in your oven. | 7. Don't expect the oven to do a perfect job on pizza, this item requires hearth heat. |

A SICK STORY

Agnes didn't feel very well Tuesday morning but she came to work anyway. She took the frozen chickens for Wednesday's chicken salad from the counter where they had thawed overnight.

While the chickens were cooking, Agnes cut the raw stew beef for Thursday's lunch on the chopping board. After her cigarette break, Agnes cooled the chickens with a fan, then cut the meat into small pieces on the chopping board and put it in 12-inch deep pans for overnight storage in the walk-in refrigerator maintained at 45-50 F.

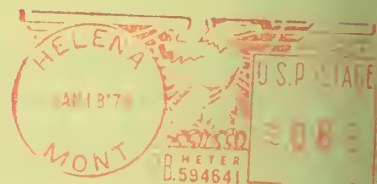
The next day, the chicken salad was finished, packed in thermal containers and shipped to the receiving schools. The chicken salad arrived at the schools between 9:00 and 10:30 and remained at room temperature until serving time, 11:30.

Do the above preparation procedures sound a little peculiar? If you ate this chicken salad, you would *feel* a little peculiar. You would have been food poisoned.

Let's go through the preparation procedure again and see how good sanitary practices might have saved the day.

1. Agnes, or any cafeteria employee who is ill should not report for work. Employees with colds, boils, pimples, abscesses or even minor cuts should not prepare food. Bacteria from infections are good sources of food-borne disease. Plastic mitts should be worn when food is handled.
2. Frozen food should not be thawed at room temperatures. This is the ideal temperature zone for bacterial growth.
3. Agnes should have taken her cigarette break in the employees' room. Smoking in food preparation areas is forbidden by state Sanitary Codes. After her cigarette break, Agnes should have gone directly to the ladies' room and washed her hands thoroughly. Saliva, which contains many potentially harmful bacteria, is transmitted to the hands via cigarettes.
4. Chicken, or other heated foods, should not be cooled with a fan! Food should be placed in shallow containers, covered and put in the refrigerator for proper cooling. Refrigerators should maintain temperatures of 40 F. or below.
5. The cutting board and cutting utensils should be thoroughly washed after use. Bacteria from raw meat can easily be transmitted to other foods placed on the chopping board.
6. Under no conditions should food remain at room temperatures for more than two hours. If refrigeration facilities are not available at the receiving schools, the food should not be shipped until just prior to serving time. (Serving time is included in the two hours.)

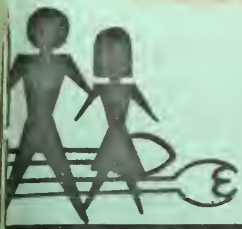
Massachusetts School Lunch Newsletter
November, 1972



DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

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SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

December, 1972

Ed E. Boyce

Ed Shills

The best gift we can give is service
To those for whom we care;
Whether family, co-workers or children
Who are eating school lunch fare.
So as the Holiday Season approaches
And you make it a festive time,
For the boys and girls who are eating
Their meals from your school lunch line,
May your hearts be filled with happiness
As the Christmas Season draws near,
And may you have a restful vacation
And a very Happy New Year!

Beulah McNeal
Efaine Homer

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Lori Michels

Jean Stack

Montez M. Briggs

PLENTIFUL FOODS

The United States Department of Agriculture lists plentiful foods for the month of December. It is suggested that local availability and price be considered when purchasing turkeys, broiler-fryers, eggs, dry beans, fresh cranberries and cranberry sauce, apple sauce, fresh oranges, tangelos and tangerines.

Through its Plentiful Foods program the USDA's Consumer and Marketing Service keeps consumers and all segments of the food industry informed about foods expected to be in abundant supply and in need of marketing aid. The monthly list is compiled by USDA commodity specialists from sources available in government and the food industry.

CHANGE IN PERSONNEL

We are happy to announce that Mrs. Helen Dellwo, former Assistant Food Distribution Clerk, is now secretary to Jack Koetter, Supervisor of ESEA Title II, NDEA Title III and Audio Visual Programs. Mrs. Ruth Boyce replaced Mrs. Dellwo in School Food Services as Assistant Food Distribution Clerk and we wish her the best in her new position.

WORKSHOPS

Now that the fall area workshops have been completed, we would like to thank all participants for their interest and effort to attend these meetings. Special commendation goes to women from the Helena and Kalispell area who braved snow and icy roads to attend the meetings. Those present showed much enthusiasm for the smaller workshop in preference to the large workshop and urged that they be continued next fall. We especially appreciated the time, work and demonstrations of the host schools. Do we have any volunteers for next year?

CANNED BONED POULTRY HAS BEEN DELAYED

On November 16, 1972 the School Food Services office was informed by the USDA that our orders placed for shipment in November and December for canned boned poultry will not be purchased until the frozen turkey and frozen chicken programs have been terminated.

EXCERPTS FROM A WELCOME ADDRESS, OCTOBER 28, 1972

Mrs. Alma Evenson, Chairman
Area IV
Montana School Food Service Association
Poplar, Montana

It is my pleasure to welcome you to the workshop at Wolf Point. May I point out a few changes in over 26 years of school food service? The World War days really made the first impact on school feeding. In 1946 we had the National School Lunch Act passed by Congress. Later that year the American School Food Service Association was formed. It is an organization that has served during the past 25 years as the strongest agent promoting school feeding. In May of 1955 headquarters were established in Denver by Dr. John Perryman, executive director. School food service is one

major weapon used to fight hunger and malnutrition. It is good to remind ourselves of the work of our Association.

1. It works to improve the health, through good nutrition, of 52 million children in this nation, including our own.
2. It upgrades the status and income of our members.
3. It has created 350,000 jobs in school food service in the nation and has helped to bring these jobs under minimum wage.
4. It works to bring about legislation and federal funds that make the school lunch program and your job possible.

In 1960, TV documentaries, nutrition studies and the White House Conference on Nutrition made the nation conscious that hunger and malnutrition existed in this country. Legislative results put the emphasis on the "economically needy" rather than the "nutritionally needy." Here again ASFSA moved in to fill the nutrition gap, pointing out that malnutrition existed among the rich as well as the poor.

And how are things changing in this business of feeding children? I could mention new equipment which some of you have such as micro-wave ovens, menus, kitchens, as well as new managers and cooks. Many school districts are acting rapidly to catch up with those schools whose enrollment has advanced beyond their school facilities to provide an adequate food service program. You just can't think about the future without thinking about change. In projecting 20 years in food system design, three things should be kept in mind: respond to change, fit change into the school environment and work to make necessary changes.

In 1971 the numbers swelled; it seemed everybody came to lunch. Breakfast programs increased, labor costs continued to grow, equipment costs were higher and more convenience foods hit the market. Experts tell us that in the 1970's we will have all school students for a free lunch. Breakfast programs will continue to increase. The soybean and plant protein will become more important and we will make greater use of factory prepared products.

What is a food system? It is a way of thinking and way of organizing to accomplish our purpose of serving nutritious meals. The 1970's should see the greatest growth in the school food service. On March 1, 1971 bill HR5291 was presented by Honorable Carl Perkins calling for universal school food service and a nutrition education program for all school children. He stated, "I am confident in the long run that school lunch programs will become a regular part of the school day, no different from classes in math, history, grammar, or transportation to and from school." This means that school food service will become a part of the curriculum and a meal will be provided for each child as part of his school day. School food service will begin in the classroom as a part of the class rather than in the kitchen. We in the school food service will have a new image, new enthusiasm and possibly there will be a new name for the nutritious meal, as well as a new zeal to serve our children. The goal in all school's feeding may be nutrition, as you like it, rather than a Type A meal that you need. Students will be taught foods, good food, enough food and knowledge of food. Is adequate knowledge of food for all our children going to be expensive? Of course its going to be expensive. In the final analysis, what is expensive? The answer rests not upon the absolute price of the object, but rather upon the relative standard of values we hold to.

To provide this knowledge of food to our children, it will cost five billion dollars a year. However, this is what we spend to feed our dogs and cats each year. We gleefully spend this much and add a million to play the horses each year. We still are burning 9½ billion dollars a year as a tribute to tobacco and 17 to 18 billion dollars as a tribute to alcohol. We, as a people, spent 30 million dollars on candy for children in one evening, Halloween, and more recently spent 20 million dollars and bet one billion dollars to watch two of our countrymen beat upon one another for an hour. Just where do our values lie?

We who work with food must be the first to grasp the realities of our time.

1. There is enough food.
2. The cost is a throw away, in relation to what we throw away.
3. Commitment, vision, determination are the only commodities in short supply today.

In closing: Along with the names of other dreamers who have bettered man's life on this earth can be listed the names of those who are devoted to feeding the children in our lunchrooms from day to day in the United States, Montana and the Northeast area of Montana.

Keeping this motto in mind, "The Child First," let us not grow weary in well doing for in due season we shall reap if we faint not.

NEWS FROM THE SCHOOLS

In south-central Montana Mrs. Vera Hall of Boyd Elementary involved the whole school in her planning for school lunch week. The fourth, fifth and sixth grades planned menus in health class and made posters in art class for a four-day observance of National School Lunch Week. Since her dining space is limited and parents usually attend all special school events, invitations were extended over the week. The first, second and third grades and their teachers handled lunch money for the week in their math class. Mrs. Hall gave a brief talk each day, explaining the school lunch program and the Type A requirements. The main point of emphasis was the school lunch being designed to meet one-third of the nutritional requirements of the child each day. Guests represented all families in the school, as well as some from the community, and a superintendent from a neighboring school. Teachers and students enjoyed the week and Mrs. Hall felt that it was well worth the extra time and effort.

In the northeast corner of the state, Mrs. Gladys Wirtzberger of Westby also involved the school and teachers in her planning. She used the smiling, food-filled tiger as the main theme. Grade-school students made large colored letters of "You Are What You Eat" and the special menu was displayed in poster form as an open book. She used these as illustrations when giving a talk to the PTA, explaining the poster, the universal menu and the lunch program. The children enjoyed the universal menu so much they asked when they could have it again!

NOTES FROM THE STAFF

Do read again the October Type A Topics, discuss it with your administrator and file it for constant reference. School Lunch Week was a good time to publicize your program. Let's keep it an ongoing activity all year. Your efforts to provide and teach good nutrition to children will have little effect

unless administrators, parents and your community are involved and informed. As listed in the USDA *Type A Topics*, the following publications are available through our office. If you wish a supply of these, please inform us.

National School Lunch Program

This pamphlet gives a brief history of the program and nutritional requirements as well as information on eligibility of schools and the administration of the program.

Child Nutrition Programs

This pamphlet explains the various programs that the Food and Nutrition Service administers and the goals of each. Included are the National School Lunch Program, Special Milk Program, School Breakfast Program and Special Food Service Program for Children.

What Is Your Child Having For Lunch This School Day?

A leaflet from the American School Food Service Association which describes the Type A pattern and the importance of the school lunch program. It also gives a chart listing key nutrients and foods that contain them.

COOK'S CORNER

It's The Law

Hair nets, caps, or other effective hair restraints shall be used by employees engaged in the preparation and service of food to keep hair from food and food contact surfaces. Hair sprays are not acceptable in lieu of one or the other of the above hair restraints.

The intent of the requirement is to prevent contamination of food by falling hair. (Since hair spray breaks down under heat, it cannot take the place of a hair covering.)

Food Service Establishments Regulations
Montana Department of Health

What's Cooking in the Refrigerator?

Your valuable food may be cooking if it is not being kept at 38° to 40° F. Refrigerators do not make cold. . . . Food becomes cold by transferring its "heat" to the air in the refrigerator. The heat in the air is then removed by the refrigeration system.

Help your refrigerator do its job by using shallow utensils, in preference to deep ones, for quicker cooling. (This presents more surfaces for the air to reach.)

Make certain there is adequate air circulation. Don't load the shelves so completely that the air can't move. Also, putting foil on the shelves may save you some cleaning time, but your food won't like it, since it also stops air movement.

From: *Food for Thought*, USDA

Helpful Hints

Measure in largest sizes. Examples are 1 quart instead of 4 cups; 1 tablespoon not 3 teaspoons.

Solid Oil, Vegetable

We have received numerous requests for information on the use of salad oil in the lunch program, especially in substituting it for solid shortening in recipes. Therefore, we are reprinting the USDA fact sheet on this product. Hydrogenated shortening covers all types of solid shortenings except lard. Please note especially the section entitled "Yields". When changing the size of a 100-yield recipe, refer to recipe cards A-3, A-4 and A-5 in your Quantity Recipes for Type A School Lunches.

The salad oil being distributed to eligible outlets (schools and institutions) is processed from 100 percent cottonseed oil. It may be used in salad dressings, baked products, and sauces, and for frying and seasoning. Try to use some vegetable oil among the fats used in lunches each day.

Packaging

The salad oil is packed in one-gallon metal cans with six cans per case. Each one-gallon can contains about eight pounds of salad oil.

Storing

Store cans of salad oil in a cool, dry place at temperatures between 32° and 70° F. Clean spout and replace screw cap tightly on can after each use. Exposure to air causes oil to lose quality.

Yields

For general use oils, lard or hydrogenated shortening are *interchangeable by weight but not by volume*. One pound is approximately two cups of oil or lard and two and one-fourth cups hydrogenated shortening.

Uses

- Use in recipes specifying oil or melted fat (lard), such as muffins, cornbread, brownies, main dishes, salad dressings, sauces.
- Oil may be used in the following recipes in the card file, "Quantity Recipes for Type A School Lunches," PA-631:

Cereal Products

Cornbread B-7

Desserts

Brownies C-8

Main Dishes

Baked Ocean Perch Fillets in
Spanish Sauce D-13

Main Dishes--continued

Braised Beef D-17
Lasagne Casserole D-31
Liver Creole D-33
Mackerel Cakes D-35
Oven-Fried Chicken D-39
Oven-Fried Liver D-41
Pigs in Blankets D-42
Swiss Steak D-51

Salad Dressings

Basic French Dressing F-2
Mayonnaise F-3
Sweet French Dressing F-4

Sandwiches

Barbecued Beef on Roll G-2

Sauces and Gravies

Meat Sauce H-3

From: USDA

IDEAS FOR DECEMBER AND CHRISTMAS

The giving of gifts at Christmas is as ancient a tradition as the offering of frankincense and myrrh. In keeping with the true meaning of Christmas, the gift need not be elaborate. A special Christmas lunch is a fine present for the students in your school. Try to schedule this meal well before the advent of the holidays so that mother's turkey dinner isn't repetitious of a recent Type A Lunch.

Holiday decorations and music will do much to add a cheerful spirit to the lunchroom. Students could serve as the "artists" and perhaps even provide a theme for the Cafeteria Holiday Season--such as "Christmas in Foreign Lands" or "An Old Fashioned Christmas."

Here are some Christmas Menu Suggestions:

Turkey A La King Over Hot Biscuits
Buttered Green Beans
Cranberry-Orange Salad
Pumpkin Pie
Chilled Milk

Turkey Pie with Biscuit Topping
Candied Sweet Potatoes
Pineapple-Cranberry Salad
Crisp Christmas Cookie
Chilled Milk

Additional Holiday Food Suggestions:

Cranberry Nut Bread
Pink Cinnamon Apple Sauce
Red and Green Gelatin Cubes
Pumpkin Custard
Apple Waldorf Salad

From: *Spotlight*, USDA

PINEAPPLE CRANBERRY MOLDED SALAD

100 PORTIONS		INGREDIENTS	DIRECTIONS
WEIGHTS	MEASURES		
1 lb. 8 oz . . .	3 cups	Sugar	1. Boil sugar and water 5 minutes.
.	3 cups	Water	2. Add cranberries. Cook 10 minutes or until skins of cranberries split. Cool.
1 lb. 8 oz . . .	1½ qt.	Cranberries	
3 lb	2 qt	Strawberry gelatin	3. Dissolve gelatin in boiling water.
.	1 gal.	Boiling water	4. Stir in syrup, water, lemon juice and cooked cranberries.
.	1 qt.	Pineapple syrup drained from pineapple tidbits	
.	2 qt.	Cold water	5. Divide evenly and pour into 4 pans (12 by 20 by 2 inches) Chill until slightly thickened.
.	½ cup	Lemon juice	
4 lb. 9 oz . . .	2 qt. ½ cup (1 No. 10 can, in light syrup)	Drained pineapple tidbits . . .	6. Divide pineapple and cabbage evenly and stir into slightly thickened gelatin. Chill until set.
2 lb. 4 oz.	2 qt. 1 cup .	Chopped cabbage	

PORTION: 1 piece, 2 by 3¾ inches—provides ¼ cup vegetable and fruit.

From: *Spotlight*, USDA

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SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction - Helena, Montana 59601

November, 1972

PLENTIFUL FOODS

The United States Department of Agriculture lists plentiful foods for the month of November. It is suggested that local availability and price be considered when purchasing rice, turkeys, apples, applesauce and apple juice, cranberries, cranberry sauce and cranberry juice cocktail, broiler-fryers and eggs.

Through its Plentiful Foods program the USDA's Consumer and Marketing Service keeps consumers and all segments of the food industry informed about foods expected to be in abundant supply and in need of marketing aid. The monthly list is compiled by USDA commodity specialists from sources available in government and the food industry.

CHANGE IN PERSONNEL

We are happy to announce that Mrs. Montez Briggs, former School Food Services secretary, has rejoined the staff as the accounting clerk, replacing Mrs. Rae Haas. Mrs. Haas has been promoted to director of Internal Support Services in the Office of the Superintendent of Public Instruction. We welcome Montez back to School Food Services and extend our congratulations and best wishes to Rae in her new position.

SCHOOL LUNCH PROGRAM GROWTH 1971 - 1972

A comparison of August-September claims for reimbursement indicates a continuing growth in both school lunch and breakfast programs. September 1972 claims show a total of 516 schools with an average daily attendance of 123,682 pupils who participated in the lunch program. An average of 62,097 children, or 50 percent of the average daily attendance in those schools with a lunch program, participate daily.

There are schools in the state with an average daily participation rate of more than 90 percent. There are also schools with very low participation rates. There seems to be no single reason for either high or low participation. The attitude of administrators, parents, teachers, students and lunch personnel appear as important as the quality of the meal in determining participation. Negative attitudes mean poor participation; positive attitudes mean good participation. School lunch personnel can contribute by developing positive attitudes toward the contribution they make to the total educational program.

SCHOOL BREAKFAST PROGRAMS

Although developing slowly, there appears to be an increasing interest in school breakfast programs. Average daily participation in breakfast programs during September was 1,891. Approximately 93 percent of breakfasts served are free to needy children.

HELPFUL TIPS ON USDA FOOD DISTRIBUTION

A number of schools have reported a shortage on a shipment to our office but failed to notify us of its delayed reception. School officials should check with locker plants or stores where USDA foods are shipped before reporting a shortage.

Please do not sign freight receipts before carefully checking the amount and condition of the USDA food. If the shortage or damage is not noted on the school's copy and the agent's copy of the waybill, the signature of your representative absolves the carrier of any liability and could result in a claim against your program. When a shipment of USDA foods is delivered short or damaged to your school, please send a copy of your freight bill to this office to expedite filing and settlement of claims against carriers.

Many food acceptance cards and receipts are returned incomplete, usually without a signature. Please refer to your Commodity Instructions and Records booklet, which your program received in the fall mailing, concerning this matter.

A total of 35,840 units of USDA donated foods has been distributed to school food programs in this school year to date. The total Helena wholesale value of these donated foods is \$610,651.58. Foods distributed include the following:

Kidney Beans	Whole Wheat Flour
Dry Milk	Pinto Beans
Bread Flour	Shortening
Butter	Turkey
All-purpose Flour	Pineapple Tidbits
Canned Chicken	Frozen Chicken
Peanut Butter	Canned Peaches
Salad Oil	Split Peas
Rice	

COOK'S CORNER

News From The Schools

Mrs. Emma Ellis, school lunch cook at the Granville Stuart School in Deer Lodge, mailed the following recipe for "Raised Corn Meal Rolls" and we thought you might be interested in trying them in your school lunch program.

Raised Corn Meal Rolls (Yield: 400 rolls)

Ingredients

20 lb Flour
5 lb Corn meal
5 c Sugar
1-1/3 c Dry yeast
3-3/4 qt Milk
2 qt Water
2-1/2 lb Butter

Directions

1. In large bowl mix half of flour, corn meal, sugar and undissolved dry yeast.
2. Combine milk, water and butter in a pan (butter need not be melted, but should be soft); heat over low heat until liquid is very warm (120 degrees F to 130 degrees F).
3. Gradually add milk, water and butter to above dry ingredients and beat five minutes at medium speed.
4. Add eggs and remaining flour and beat about 10 to 15 minutes.
5. Stir in enough additional flour to make dough stiff.
6. Set in warm place and let rise to double in bulk.
7. Shape into your favorite rolls and let them rise again.
8. Bake at 375 degrees F for 15 to 20 minutes.

National School Lunch Week was October 8-14 and Mrs. Amanda Mullen, Supervisor of the Glasgow School Lunch Program wrote us about some of the ways the week was celebrated.

1. Posters were displayed in all five schools: East Side School, R. L. Irle School, South Side School, Glasgow Junior High School, and Glasgow High School.
2. A menu and news article of the hot lunch program was published in the Valley County newspaper.
3. Mrs. Mullen met with the Chamber of Commerce and school board members to discuss and explain the hot lunch program and National School Lunch Week.
4. The lunch program observed the 1972 universal menu.

It is always interesting to hear about some of the activities taking place at various lunch programs throughout the state. We would like to encourage all of you to send us anything that you think may be of interest to other school food programs; a recipe, special event in your lunch program, or some individual ideas, methods, or shortcut which you have found helpful in your program.

RAW VEGETABLE DIPS

Last June at the Montana State School Food Services Workshops in Billings and Great Falls, Mrs. Darla Andriuk, Nutrition Consultant, conducted classes in "Nutrition Education." Since that time, several women have shown interest in receiving the recipes she used and recommended in her classes for raw vegetable dips. Mrs. Andriuk said she used a prepared Thousand Island bottle dressing in her demonstrations at the workshop. However, she also commented that any vegetable dip of a thick consistency would be good. Following are some recipes Mrs. Andriuk recommended:

Russian Dressing

Ingredients

1/2 c Mayonnaise
1/2 c Chili sauce
Salt to taste

Directions

1. Mix both ingredients together.
2. Add enough salt to taste.
3. Serve

Tangy Dip

Ingredients

1 c Mayonnaise
2 T Tomato paste
1/2 T Lemon juice
1-1/2 t Sugar
1/2 t Worcestershire sauce
1/2 t A-1 sauce

Directions

1. Mix all ingredients together.
2. Allow to stand covered for two to three hours before serving.

Sour Cream Sauce
(2-1/4 cups)

Ingredients

1 c Mayonnaise
1 c Sour cream
2 T Minced onion
1 Large clove of garlic, minced
1 t Salt
1/2 t Black pepper
1/2 c Chopped parsley
1 T or more to taste prepared mustard

Directions

1. Blend all ingredients.
2. Let stand covered for two to three hours before serving.

SEASONING FOOD FOR CHILDREN

Do children like seasoning? Do they like pizza, spaghetti, chili con carne, and Sloppy Joes? Do they smother hamburgers and hotdogs with ketchup and mustard? What about all those cinnamon-flavored sweet goods?

Obviously children do "dig" seasoning if the approach is right. Some time ago the American Spice Trade Association test kitchen cooperated with the chef of a children's home, taking foods normally served and suggesting ways they might be improved by seasoning variations.

The chef was concerned about the amount of food children were leaving on their plates after meals. The test kitchen came up with more than three dozen ideas, of which he eventually adopted nearly two dozen. In a few months he saw a definite decline in the amount of leftovers, and house parents who ate with the children reported better attitudes toward the meals. Here are a few of the ideas that proved successful:

1. Meatloaf mix: add celery salt, onion and garlic powders and parsley flakes.
2. Stew: add cloves, thyme leaves, and parsley flakes (tied in a cheesecloth bag).
3. Oven-baked chicken: use nutmeg and paprika in the flour.
4. Green vegetables: place thyme and savory leaves in a spice bag and heat with vegetables.
5. Scalloped potatoes: sprinkle celery salt between the layers.
6. Fruit cocktail: drain liquid, add mint flakes and bring to a boil. Strain the flakes from the liquid before pouring back over fruit.
7. Tapioca pudding: add cinnamon and peaches.
8. Coleslaw: add celery seed along with the mayonnaise.

From: *Food for Thought*, USDA

THANKSGIVING WEEK MENU IDEAS

Turkey Scallop
Cranberry Relish
Celery Stuffed with Cheese
Hot Rolls and Butter
Pumpkin Custard with Whipped Cream
Milk

For a Special Snack:

Decorate plain cookies with turkeys. Add red and yellow food coloring to fluffy frosting to tint an orange shade. Decorate each portion with a strutting turkey made with chocolate kiss body, candy corn for tail and bits of red string candy for legs. Serve with mugs of hot spiced apple juice.

A quick and easy way to use up the tag ends of roast turkey and make good use of several of this month's plentiful foods:

Baked Turkey Rice Custard (Serves Approx. 12)

Ingredients

8 Eggs
3 c Milk
2 T Dried green-pepper flakes
2 t Salt
1 t Poultry seasoning
1/2 t Pepper
5 c Cooked rice
2 c (about 1/2 lb) Chopped cooked turkey

Directions

1. Beat eggs lightly.
2. Add milk and seasonings.
3. Stir in rice, separating with fork, and turkey.
4. Put in greased shallow 3-qt. baking dish set in pan of hot water and bake in slow oven (350 degree F) for one hour.
5. Cut in squares.

From: *Food for Thought*, USDA

"New Proteins" *

"Many parents recently have expressed concern over the announcement that the National School Lunch Program is going to allow something called "textured vegetable proteins" to be used as a substitute for meat in school meals.

Since these products are relatively new, many parents think this step means a debasement in the quality of the school lunch--if not an actual threat to their children's health. But let me reassure them. The textured vegetable proteins may seem new, but actually they've been around for years.

They are mostly used in "mixed dishes," such as barbecued meat, lasagne, chili, Sloppy Joes, pizza, and meat balls. And for years they've provided the *pièce de résistance* at mealtimes in the home of many Seventh Day Adventists. Generations of young people have been brought up mainly on what we call a lacto-ovo-vegetarian diet or a lacto-vegetarian diet: the only animal products consumed are milk and eggs (or milk alone). And because their diet is well balanced, with a good mixture of whole grain cereals, fruits, vegetables, milk and cheese, they show no sign of nutritional deficiency. In fact, the life expectancy of Seventh Day Adventists is well above the national average. This may be partly because of the low amount of fats they eat--no meat fats and not much animal fat in general.

*The article, "New Proteins," by Dr. Jean Mayer, professor of nutrition at Harvard University, appeared in the September 7 Washington Post, Chicago Tribune and other newspapers throughout the country.

I'm not against the school plan to allow vegetable proteins to be substituted for no more than 30 percent of the meat. The most important reason is that they offer an economic advantage that also could turn out to be a nutritional advantage.

Look at it this way. Ground beef these days ranges from 89 cents to \$1.29 a pound. And it's about one-fifth to one-fourth protein (and mostly fat). By contrast, dry extruded vegetable products, such as bacon, ham, and pepperoni "bits" now on the market, cost about 32 cents per pound and are about one-half protein. Textured products used in vegetable turkey, ham roast or fish dishes, although costing a little more (some 50 cents per pound), are two-thirds protein. And concentrates, most often used in macaronis, are even cheaper--about 25 cents a pound--and contain about 70 percent protein!

It's quite true that these proteins have less nutritional value than animal proteins. But that is hardly a serious problem so long as the overall protein intake is fairly good.

In actual practice, the textured vegetable protein is used in a mixture that has 70 percent meat, fish or poultry. When you put the various proteins together, the whole is nutritionally better than the sum of the parts. For proteins have a way of "boosting" each other when you combine them in the right way.

Since meat provides vitamins and minerals that are as useful to health as protein, the government is trying to insure that the substitution of vegetable protein doesn't cut into this contribution to nutrition.

The main reason I'm in favor of the new plan is because of what it offers for needy children. School lunch programs are heavily subsidized by the government even for children who "pay" for their lunch. When it comes to children from families below the poverty line who cannot pay, the money saved through partial replacement of meat by cheaper vegetable proteins should allow the government to expend more of its funds for more meals--and include many needy children who are not reached at present."

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SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

October, 1972

PLENTIFUL FOODS

The United States Department of Agriculture lists plentiful foods for the month of October. It is suggested that local availability and price be considered when purchasing fresh apples, canned applesauce and apple juice, wheat products, rice, dry beans, broiler-fryers, turkeys and eggs.

Through its Plentiful Foods program the USDA's Consumer and Marketing Service keeps consumers and all segments of the food industry informed about foods expected to be in abundant supply and in need of marketing aid. The monthly list is compiled by USDA commodity specialists from sources available in government and the food industry.

REMEMBER--"National School Lunch Week," October 8-14.

All schools are encouraged to participate by serving the universal menu on Wednesday, October 11. The 1972 Universal Menu is:

Spaghetti with Meat Sauce
Tossed Green Salad
Buttered French Bread
Peaches
Peanut Butter Cookie
Milk

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ATTENTION! WORKSHOPS!

The State School Food Services staff is conducting fiscal-year-1973 area workshops for school food service managers, cooks and other interested school lunch personnel during the latter part of October and early November. We would like to invite all personnel involved in school food service to attend one of these workshops, including those in public and private schools. We extend a special invitation to those schools whose personnel have not recently or never attended a workshop. These training meetings will be conducted in seven different areas of the state which will make them more accessible than in the past. With smaller attendance groups at each workshop, we anticipate a greater degree of participation and exchange of ideas.

The area workshops are one day in length and will be scheduled as follows:

Date	City	Location
October 14	Helena	Helena Junior High School
October 19	Billings	Billings Senior High School
	Great Falls	Longfellow School

Date	City	Location
October 19	Missoula	University of Montana Home Economics Department
October 28	Kalispell	Flathead High School
	Wolf Point	Wolf Point High School
November 4	Havre	Havre High School

The workshops on October 19 occur during the same time as the Montana Education Association meeting. Since some of the workshops will be held in the same cities as the MEA and rooms may be at a premium, we suggest that if you are staying overnight at motels or hotels, your reservations should be placed as soon as possible.

Attending workshops is very important to your school food programs. Information provided will make it easier to do a more efficient job of planning and preparing and those attending will have an opportunity to meet with others doing the same work. The workshops will also help you apply new ideas and techniques to programs. We encourage each participant to bring any individual ideas, methods, or shortcuts which may be of interest to others.

A tentative program has been developed which will cover important areas of the school food service programs. Programs will vary in such topics as sanitation, kitchen safety, nutrition and meal planning, demonstrations of various types, student opinion panel, question and answer sessions, serving practices, recordkeeping, communications and other topics of interest. In addition, Montana chapters of the American School Food Service Association will be held at some of the workshops as part of the program. MSFS Association has a great deal to offer and we hope that everyone will attend this meeting.

Present plans call for registration between 8:00 and 8:30 a. m.. A fee of \$1.50 will be charged for six of the workshops. This fee will cover luncheon and coffee breaks. The Missoula registration fee, however, will be \$1 and will include coffee breaks only. Lunch may be purchased at the Student Union. We would like to remind schools that some expenses incurred in sending personnel to workshops may be charged against school food service funds.

Please complete the enclosed preregistration blank in full, even if you do not plan to attend a workshop, and return it to this office by October 12. Preregistration assists us in preparing registration lists, tags and other necessary details for each workshop. If you prefer to attend a workshop in another city further from your school, please feel free to do so. These workshops are not confined to schools located within an area.

While not all school lunch personnel will be able to attend these workshops, we encourage all school lunchrooms in the state to have at least one of their cooks, managers, or lunch personnel in attendance, or more if possible. It is open to all and we ask that all attend. This will be the only School Food Services Workshop that will be held in your area this school year. We are looking forward to the workshops and hope that this year will set a record in program growth.

COOK'S CORNER

In the March 1972 Treasure State School Food Services Newsletter an article was printed concerning preparation of dehydrated instant mashed potatoes. Also, in the April 1972 newsletter a short article had been published on recommendations in the preparation of these potato flakes. Since that time, the yield information has been revised by the USDA and we hope this new chart will help you in preparing these dehydrated instant mashed potatoes in your lunch program.

Dehydrated Instant Mashed Potatoes (Flakes and Granules)

The dehydrated instant mashed potatoes now being offered to child nutrition programs by the Department of Agriculture are in two forms, flakes and granules. The potatoes have been cooked, mashed and dehydrated, resulting in a product not to exceed 8 percent moisture.

The potato flakes and granules are packed in cartons, bags, pouches or No. 10 cans.

Flakes are packed in 2-1/2 pound (40 oz) containers with 6 containers (15 pounds) per case.

Granules are packed in 2-1/2 pound (40 oz) containers with 12 containers (30 pounds) per case, or in 6 pound 2 oz (98 oz) containers with 6 containers (36-3/4 pounds) per case.

Storage

Store both forms of instant potatoes in cool, dry place at 32 degrees F to 70 degrees F. Store opened potatoes in a refrigerator in air-tight containers.

Nutritive Value

Dehydrated potatoes have been fortified with both vitamins A and C. One ounce of potato granules or flakes contains at least 1,000 International Units of vitamin A and at least 50 milligrams of vitamin C.

Yield

Four and fifteen hundred's pounds (4.15 lbs) of either flakes or granules yield 100 1/2 cup servings of reconstituted mashed potatoes. However, the volume of flakes is considerably greater than that of granules to yield 100 1/2 cup servings.

Yield Information on Dehydrated Potatoes (Flakes and Granules) As Described in the Previous Section

Dehydrated Form	Size of Unit	Serving Size of Reconstituted Potatoes	Servings Per Unit	Number of Units Needed for 100 Servings
<i>Flakes</i>	No. 10 can----- (40 oz)	1/2 cup-----	60.70	1.65
		1/4 cup-----	121.40	.82
	2-1/2 lb pkg----- (40 oz)	1/2 cup-----	60.70	1.65
		1/4 cup-----	121.40	.82
	Pound-----	1/2 cup-----	24.30	4.15
		1/4 cup-----	48.60	2.10
<i>Granules</i> (1 lb dry = about 2-1/4 cups)	No. 10 can----- (98 oz)	1/2 cup-----	148.00	.68
		1/4 cup-----	296.00	.34
	2-1/2 lb pkg----- (40 oz)	1/2 cup-----	60.70	1.65
		1/4 cup-----	121.40	.82
	Pound-----	1/2 cup-----	24.30	4.15
		1/4 cup-----	48.60	2.10

Uses

Serve plain as a mashed vegetable (see recipe below) or in combination with other foods, such as "Shepherd's Pie," card D-48, in "Quantity Recipes for Type A School Lunches". Mashed Potatoes may also be used as a base for serving creamed chicken or turkey, creamed dried beef, creole liver, etc.

**Preparing Instant Mashed White Potatoes
(Flakes and Granules)**

Ingredients	100 servings		Directions
	Weights	Measures	
<i>Flakes</i>			
Boiling water-----	-----	1-3/4 gal-----	1. Pour liquids into mixing bowl. Add fat. 2. Pour instant potatoes and salt into liquids and fat. 3. Stir 1/2 minute to moisten potatoes. Beat 1/2 minute until smooth. 4. Serve with No. 8 scoop (1/2 cup.)
Warm milk-----	-----	3 qt-----	
Butter or margarine-----	12 oz -----	1-1/2 cups-----	
Potato flakes-----	4 lb 2 oz-----	-----	
Salt-----	2 oz-----	3 Tbsp-----	
<i>Granules</i>			
Boiling water-----	-----	1-3/4 gal-----	1. Pour liquids into mixing bowl. Add fat. 2. Pour instant potatoes and salt into liquids and fat. 3. Stir 1/2 minute to moisten potatoes. Beat 1 minute until fluffy. 4. Serve with No. 8 scoop (1/2 cup.)
Warm milk-----	-----	2 qt 1-1/2 cups--	
Butter or margarine-----	12 oz-----	1-1/2 cups-----	
Potato granules-----	4 lb 2 oz-----	2 qt 1-1/2 cups--	
Salt-----	2 oz-----	3 Tbsp-----	

Serving: 1/2 cup--provides 1/2 cup vegetable.

Mrs. Theresa Koppang, school lunch cook at Bigfork, mailed the following recipe for "Crazy Crust Pizza" and we thought you might be interested in trying it in your school lunch program. We would like to encourage more of you to send us recipes and ideas or methods that might be of interest to other school lunch programs.

CRAZY CRUST PIZZA (100 servings)

Ingredients

Meat

10 lb Ground beef or ground pork
(or both combined)

Sauce (can be prepared ahead)
(10 cups)

2-1/2 c Chopped onions
3/4 t Minced garlic or 1-1/2 t garlic
salt
5 T Cooking oil
1 qt Tomato paste
7-1/2 c Water
5 t Salt
3 t Sugar
3 t Oregano or Italian seasoning
(or both)
3/4 t Pepper

Cheese (can be prepared ahead)
10 c Shredded cheddar cheese

Batter

10 c All-purpose flour
10 t Salt (3 T and 1 t)
10 t Italian seasoning or leaf
oregano (3 T and 1 t)
1-1/4 t Pepper
20 Eggs
6-2/3 c Milk

Directions

1. Season to taste.
2. Brown.
3. Drain well and set aside.

1. Cook onion and garlic in oil until tender.
2. Add remaining ingredients.
3. Simmer uncovered for 30 minutes.

1. Shred enough cheese for 10 cups.

1. No need to sift flour; measure by lightly spooning into cup and leveling off.
2. Combine flour, salt, Italian seasoning, pepper, eggs and milk and mix until smooth.
3. Pour batter into pan, tilting pan so batter covers bottom.

Baking Directions

1. Heat oven to 425 degrees F.
2. Arrange meat over the batter.
3. Bake on low rack at 425 degrees F for 20 to 30 minutes/ or until pizza is a deep golden brown (deep brown gives a crisp crust).
4. Remove from oven.
5. Drizzle with pizza sauce and sprinkle with cheese. If you desire, mushroom stems and pieces, olives, thinly sliced pepperoni and mozzarella cheese may be added at this time.
6. Return to the oven for approximately 10-15 minutes or until the cheese is melted.
7. Remove from the oven and cut and serve.

QUICK TIPS... on meat & poultry care

Federal and State inspection of meat and poultry packing is only part of the job of making sure that products stay clean and wholesome. When you buy the product, the rest is up to you—

- Avoid damaged cans and packages.

- Buy meat and poultry products last and take them right home, so frozen foods won't thaw out or fresh foods spoil.

- Wash your hands often while preparing food. Clean the kitchen and kitchen utensils often with soap and hot water. This is especially important right after handling raw meat and poultry, and before handling cooked foods.



- Use refrigerated steaks, roasts, chops, and luncheon meats within 3 to 5 days. Use ground and stew meats, variety meats, sausage, cooked meats, and poultry within 1 to 2 days. Otherwise, freeze.

- Thaw frozen foods in the refrigerator instead of at room temperature.

- Cook foods right after they're thawed out.

- Follow instructions on the label for cooking and storing.

- Be sure meat or poultry is cooked all the way through before serving.

- Refrigerate leftovers right after the meal.



QUICK TIPS... on meat & poultry labels

U. S. Department of Agriculture or State inspectors must approve labels on all processed meat and poultry products.

A typical label helps you buy wisely by—

1 **BEEF with GRAVY**

2 **SERVING SUGGESTION**



3 **INGREDIENTS:** Beef, water, flour, salt, caramel coloring, flavorings.

4 Just heat thoroughly and serve.

5 

6 **NET WEIGHT 18 oz. (1 lb. 2 oz.)**

ABC Foods, Inc.
New York, N.Y. 10007

makes TWO 9 oz. servings

1 Giving you a clue in the product name of what's inside (a product called Beef With Gravy has more beef than one called Gravy With Beef).

2 Showing an accurate picture of the product inside (if it shows something extra, like parsley or a dish, it must say "suggested serving" or "serving suggestion").

3 Listing all the ingredients, from the heaviest to the lightest, so you know what you're paying for.

4 Giving storing and cooking methods where necessary, so you can keep the product safe.

5 Showing the inspection mark, so you know the product was approved as wholesome and truthfully labeled.

6 Giving the net weight, in pounds and ounces, so you can compare prices of brands according to weight and size.

Consumer and Marketing Service—U.S. Department of Agriculture

SCHOOL FOOD SERVICES WORKSHOPS

Do you plan to attend an area School Food Services workshop? Yes___ No___
(check one)

I plan to attend the workshop at one of the following: (check one)

October 14	Helena
October 19	Billings
	Great Falls
	Missoula
October 28	Kalispell
	Wolf Point
November 4	Havre

Name _____ Title _____
(last) (first)

School _____ City _____ Zip _____

Date _____

Return to:

H. Brisbin Skiles, Supervisor
School Food Services
Office of the Superintendent
of Public Instruction
Helena, Montana 59601



THIRD-CLASS



DOLORES COLBURG
Superintendent of Public Instruction
Helena, Montana 59601

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Sept 8 1972



SCHOOL FOOD SERVICES newsletter

Published by Dolores Colburg, Superintendent of Public Instruction · Helena, Montana 59601

September, 1972

LESLIE L. BROWN MEMORIAL AWARDS

We congratulate the following school food service programs which are recipients of the Leslie L. Brown Memorial Awards for high utilization of their USDA donated foods during the 1971-72 school year:

Average Child Participation	Recipients
Less than 25	Redstone and Valley View
26 through 75	Greycliff and Heron
76 through 200	Custer and Zurich
201 through 500	Chester and Opheim
Over 500	Flathead High School and Ronan

LIBRARY, BOZEMAN

USDA donated food utilization is calculated for each school by dividing the wholesale value of USDA donated foods utilized during the year by the total child meals. From these figures a state average is derived which is 10.89 cents for each child meal for the 1971-72 school year. To be eligible for a high utilization award, all meat offerings must be utilized and a completed end-of-year inventory submitted on time. We encourage you to compete for high USDA donated food utilization awards not only for the personal satisfaction, but to reduce food costs, increase state allocations, and improve the nutritional value of each meal.

PLENTIFUL FOODS

The United States Department of Agriculture lists the following foods as plentiful for the month of September 1972. It is suggested that local availability and price be considered when purchasing turkeys, peanuts and peanut products, eggs, dry beans, frozen french fried potatoes, broiler-fryers and fresh apples.

Through its Plentiful Foods program the USDA's Consumer and Marketing Service keeps consumers and all segments of the food industry informed about foods expected to be in abundant supply and in need of marketing aid. The monthly list is compiled by USDA commodity specialists from sources available in government and the food industry.

ALL-PURPOSE FLOUR

The USDA did not purchase all-purpose flour for Montana schools because it did not receive an acceptable bid. Allocation of all purpose-flour to schools will be made by the Food Distribution Program of School Food Services as soon as notice of requisition has been received from the USDA.

FOOD DISTRIBUTION PROGRAM BRIEFS

Offerings of USDA foods are due for delivery in the near future. Please assist and help speed service to schools by returning signed acceptance cards as quickly as possible. Details on correctly filling out these cards can be found in the *Food Distribution Program Instructions and Records* booklet you received in the fall mailing packet.

As USDA donated foods arrive, the freight bills must be checked with the number of units received and recorded on the *USDA Donated Foods Register*. Because original allocations may have been changed, *do not* check the delivered units against the allocation cards.

Should there be an overage or shortage, submit a *Consignment Exception Notice* card to School Food Services, Office of the Superintendent of Public Instruction. Directions for properly completing these cards can be found in the *Food Distribution Program Instructions and Records*. A supply of these cards was included in the fall mailing packet.

The USDA did not purchase dry red kidney beans this year; therefore, your orders will not be filled. Your order for other dry beans will be filled but at this time we do not know what variety they will be. We have been advised, however, that dry beans will be shipped in 25-pound bags.

A FOOD SERVICE TOOL: THE PROCESSING CONTRACT

Nationwide, schools are contracting with food processing companies to incorporate USDA donated foods into convenient and more usable forms. These schools find the donated foods, available to them through additional processing, exciting food service items which provide added interest and excitement at mealtime. Processors can often realize additional business from processing contracts. Schools are often able, through processing, to ease the burden on their crowded storage facilities.

Both food processors and schools are discovering that paper work and "red tape" in this form of contracting are held to a minimum. Record keeping is no greater than good business practice requires.

Uniform high quality food, portion control, reduced preparation time and reduced food service costs are additional benefits which can be obtained through processing contracts.

There are no restrictions on the number of contracts a school may enter, nor in the geographical area involved. The food processor and school should negotiate directly with each other, however, the School Food Services, Office of the Superintendent of Public Instruction, must approve all the processing contracts within the state.

USDA FNS(FD) Instruction 705-4, "Contracts for Processing Donated Foods," describes the procedure for written contracts involving federally-donated food. Copies of this Instruction are available through the state office.

PLAN TO CELEBRATE NATIONAL SCHOOL LUNCH WEEK

October 8-14, 1972

Theme: You Are What You Eat

"You Are What You Eat" is what nutrition education is all about. This year's ASFSA School Lunch Week slogan is backed up by that almost-leering tiger made up of all the good foods you can think of. This should graphically present school lunch's nutrition story to all who see it.

We have reproduced the order form from the May 1972, *School Foodservice Journal* in this issue of the *School Food Services Newsletter* for your use in ordering National School Lunch Week materials. All schools are encouraged to participate in the National School Lunch Week by serving the universal menu on Wednesday, October 11. The 1972 Universal Menu is as follows:

Spaghetti with Meat Sauce
Tossed Green Salad
Buttered French Bread
Peaches
Peanut Butter Cookie
Milk

Be sure to read the suggestions in *Type A Topics* for observing the National School Lunch Week. We shall appreciate your sending us reports of your activities.

Your state staff is: H. Brisbin Skiles, Supervisor
Elaine Hoover, Assistant Supervisor
Beulah McNeal, Nutrition Consultant
Jean Stock, Food Distribution Clerk
Helen Dellwo, Assistant Food Distribution Clerk
Rae Haas, Accounting Clerk
Lori Michels, Secretary

Our address is: School Food Services
Office of the Superintendent
of Public Instruction
Helena, Montana 59601

Your Montana School Food Service Association officers for 1972-73 are:

Hildegard Clawson, President
Montana School Food Service Association
Billings Senior High School
425 Grand Avenue
Billings, Montana 59101

Jeanette Underdal, Secretary
Montana School Food Service Association
1100 Fourth Street South
P. O. Box 2669
Great Falls, Montana 59403

Margaret Twiggs, Treasurer
Montana School Food Service Association
1100 Fourth Street South
P. O. Box 2669
Great Falls, Montana 59403

ORDER FORM

for National School Lunch Week Materials

POSTERS: "You Are What You Eat" lets a food/tiger set the theme for this year's colorful poster. May be used year around—no date on poster itself. Orders include a banner with printing: "National School Lunch Week, October 8-14, 1972". (Banner may be hung separately or with poster.) Poster is 32" x 24".

Each\$35
 10\$3.00
 25\$7.00
 100\$26.50
 1000\$254.00

BOOKMARKS: Similar to poster with theme food/tiger featured with slogan "You Are What You Eat".

Each\$10
 100\$6.35
 1000\$47.75

PLACEMATS: New item this year. Colorful place mat, 17" x 10½", has big food/tiger covering the mat and slogan, "You Are What You Eat". Good anytime—sell to parents for use at home.

10\$1.20
 100\$8.60
 500\$37.75
 1000\$54.50

NOTE PAPER AND ENVELOPES: Send the school lunch story around the world (and into your neighborhood) with these colorful note papers. Food/tiger in full color and slogan "You Are What You Eat" fill the top side of the folded notes (folded size is 5" x 3½"). In each package are 10 notes and 10 envelopes. Another good selling item. Sell to friends, relatives, parents. Mark up your own profit!

Each package\$45
 10 packages\$4.00
 25 packages\$9.75
 50 packages\$19.00
 100 packages\$37.00

NOTE PADS: 50 sheets, each 8½" wide x 5½" deep, to one pad. Feature the colorful food/tiger and "You Are What You Eat" slogan. For your use, student's use, or sell to interested parties, thereby spreading the school lunch story of good nutrition.

Each pad\$65
 10 pads\$5.75
 50 pads\$28.00
 100 pads\$55.00

FOLDERS: Will hold 8½" x 11" papers. Good for public relations kits, for mailing information on

school lunch, for presentation kits, or can be used by students to keep course papers in (replace the dime store folders with this nutrition message!). Colorful food/tiger and "You Are What You Eat" message grace the front side of the folder; two pockets inside.

Each folder\$30
 10 folders\$2.25
 25 folders\$5.50
 50 folders\$10.00
 100 folders\$19.00

STUDENT'S COLORING BOOK: Discusses food and helps teach primary and preschool classes.

Each\$20
 More than 25\$15 each
 Write for large quantity discount.

STUDENTS' ACTIVITY BOOK: Has puzzles, games, word games to help teach nutrition in elementary grades 2 through 6.

Each\$20
 More than 25\$15 each
 Write for large quantity discount.

YUMMY RUMMY GAME: A nutrition education card game, similar to rummy, for teaching elementary grades.

Each\$1.25
 10 or more\$1.00 each

Mail orders to:

School Lunch Week Department
 American School Food Service Association
 4101 East Iliff
 Denver, Colorado 80222

I enclose my check for \$ _____

Circle month preferred for mailing:

MAY JUNE JULY AUGUST SEPTEMBER

All orders mailed after SEPTEMBER 1st will be charged for special handling. No order accepted after SEPTEMBER 15th.

Name of Organization _____

Ordered by _____

Give name and address where orders should be shipped:
 Do not use your P.O. Box number for large orders.

Name _____

Street Address _____

City _____

State _____ Zip _____

Quantity	Item	Cost
	Posters	
	Bookmarks	
	Place Mats	
	Note Paper and Envelopes	
	Note Pads	
	Folders	
	Students' Coloring Book	
	Students' Activity Book	
	Yummy Rummy Game	
Total		

EMPHASIS--PARTICIPATION

When setting up objectives for the 1972-73 school food service program, did you include "increase student participation?"

"In recent years most of our attention and effort have focused on the vitally important need to make sure that needy children are receiving free or reduced-price meals. The emphasis on this has caused us to pay less attention to another very important related need; that is, the need to make school food service sufficiently attractive so that children, both needy and non-needy, *will want* to participate. It is not enough to have a program available in every school in the nation if you can't get children to eat the meals. At the present time, data shows that only 55 percent of children in schools with the lunch program are participating and that the number of non-needy children participating is actually declining."

"One cause of the decline in participation is the changing food habits of the American public and the more permissive atmosphere at school which makes the idea of a one-choice offering of a Type A plate lunch somewhat outdated. As shown by such studies as the USDA study on food composition, Americans are snacking more and eating a greater percentage of fats and sugars. The overall result is worse diets at all income levels."

"During the 1960's, enrollment in elementary schools rose by only three million while enrollment in secondary schools rose by almost seven million. Furthermore, in the 1970's a two-million decline in elementary school enrollment is projected while secondary school enrollment is expected to remain steady. Thus we are faced with a greater percentage of students who have reached the age when they want to make their own decisions and will not buy the idea of eating something simply because someone says it's good for them. Participation has traditionally been lower in secondary schools than in elementary schools and it's time we tried to change the pattern."

"We need to make sure that in the quest for greater efficiency and lower costs, we do not forget that un-hurried meal times, pleasant surroundings and an attractively prepared tasty meal are important to a student's feeling of well-being."

These excerpts from a talk by Herbert D. Rorex, Director, Child Nutrition Program, USDA, can give us much food for thought as we look at our own Montana school food service programs. What percentage of the teenage enrollment is eating in your lunchroom? If the percentage is high, congratulations! If it's low, get your staff together and start some brainstorming. Keep in mind that the students are your customers and you'll have to use merchandising tactics to compete with the commercial operations that appeal to them.

Suggested Activities:

1. Discuss your plans with your administrator and teachers.
2. Confer with parents for suggestions.
3. Hold consultations with groups of students to get their ideas.
4. Involve students in planning for improvements.
5. Plan changes to remove the "institutional look" from the lunchroom.
 - a. Vary the table positions to create informality.
 - b. Hang mobiles from the ceiling or use popular decals and posters on the walls.
 - c. Involve the teachers in displaying class work.

6. Check the serving practices to eliminate long waits in lines.
7. Have an attention getter on your serving counter appropriate for the time of year.
8. Be sure the foods displayed look good. (Eye appeal).
9. Offer choices within the Type A pattern.
10. If possible, offer choices of main dishes.
11. Consider a hamburger or hot dog entree choice in preference to main dish.
12. Explore the possibility of forming a school lunch committee of parents, teachers, students and school nurse.

The key to higher participation of teenagers in the school food service is *involvement*. Young people seek "to belong." When they say "*our* lunchroom" instead of "*the* lunchroom," progress is on its way.

COOK'S CORNER

Glamorize Vegetables--Make Them More Appealing

Do not overcook! Overcooking results in loss of flavor, color and texture as well as loss in nutrients. Prolonged cooking also causes the fresh green color to change to a dull olive green which is not very attractive.

Add sauces and other flavorsome ingredients to less popular vegetables. Try lima beans with pizza sauce. Add small amounts of chopped onions, grated cheese, bacon bits, or grated orange rind to suitable vegetables.

When preparing vegetables, replace their natural flavor that is cooked out during preparation by adding some sugar.

Breakfast Brightens the Morning--and Keeps It That Way!

When it comes to menu-planning, breakfast is often the forgotten meal. To put an eye-opening look into your breakfast service, use interesting flavor accents, colorful garnishes, or unusual combinations of foods. Some interesting examples are:

1. using strawberry preserves instead of sugar over hot cereal;
2. broil canned cling peach slices and serve with hot or cold cereals;
3. add cinnamon-sugar mixture and raisins to hot cereal;
4. serve grapefruit sections and mandarin oranges sprinkled with brown sugar for a new taste; and
5. spoon hot applesauce over cinnamon toast.

KITCHEN TIPS FOR FOOD PREPARATION

Cheese

Cheddar cheese, grated or cubed, may be placed in plastic bags and frozen. Thaw and use as needed. Be sure to mark the amount of cheese in each bag.

Apply a thin coat of butter to the cut surface of cheese to prevent drying out under refrigeration.

Dip a loaf of cheese in hot water for easy removal of the wrapper.

Use a dry vegetable brush for removing cheese from a hand grater before washing it. This also works well for lemon and orange rind.

For easy separation of slices of cheese (or meat) alternate corners when stacking the slices.

Grated cheese, added to mayonnaise, gives zip to salads made with peaches, pears, or apples.

Meat

Hamburger patties may be made in quantity using one of several methods:

- a. Spread ground meat evenly over the entire surface of an 18"x26" baking pan, cover with wax paper, and flatten with a rolling pin. Cut into square hamburger portions before cooking.
- b. Portion ground meat with a scoop on an 18"x26" baking pan. Cover with waxed paper and place a second 18"x26" baking pan on top. Push gently to flatten meat patties. And your second pan is ready for filling.
- c. Patties can also be flattened with the bottom of a can dipped in cold water. Use both hands, a can in each one.
- d. Slice frozen ground beef for hamburger patties to save portioning and shaping. Place frozen beef in the refrigerator the day before it is to be used. It will be thawed enough to slice the next morning.
- e. Place meat patties in rows three layers deep in a baking pan, separating layers with strips of aluminum foil just wide enough to cover each individual row of patties.

Cut meat loaf into individual portions before baking. Slices separate easily when cooked.

Use two long handled spoons to turn meat during roasting. Forks puncture the meat and cause loss of the meat juices.

Place bacon slices on an 18"x26" bun pan and cook in oven. Bacon will brown evenly without turning.

When chopped bacon is needed, cut several pieces of uncooked bacon at the same time with scissors, or chop with a French knife.

Chicken or turkey can be sewed with dental floss. The floss is strong and will not tear the flesh.

Eggs

For easier peeling, crack hard-cooked eggs when hot, put in cold water to cool, then peel.

Peel hard-cooked eggs by slipping a spoon under the cracked shell at the large end.

If a whole egg will spin like a top, it is hard-cooked.

Unused egg yolks will not dry out if covered with cold water before storing in refrigerator.

Break eggs into a small funnel to separate the yolks from the whites.

When opening eggs, have a pan ready in which to drop the shells. This saves re-handling the shells when you are ready to dispose of them. Break an egg in each hand simultaneously.

Sandwich Preparation

Sandwiches made before serving time may be kept in palatable condition by placing a damp towel under the first layer of sandwiches on the bottom of a flat pan. Cover each layer with wax paper, stacking the sandwiches carefully. Then cover the top layer with a damp towel.

When preparing sandwiches, place bread on a tray or wax paper and use a No. 30 scoop of filling on each slice of bread and spread the filling with a 1" spatula. Place two pieces of bread on top of the spread and repeat.

Baking

Mix all dry ingredients together and all liquid ingredients together before blending into each other.

When creaming butter and sugar, add some of the liquid called for in the recipe. The contents will cream faster with less sticking to the bowl.

Biscuit or roll dough may be rolled out in the bun pan, and then cut into squares, diamond shapes, etc., using a knife instead of a biscuit cutter. This saves reworking and rolling the dough scraps.

For a real time saver, roll yeast or quick bread dough to about 1/4" thickness, spread generously with softened butter, and then fold in half and cut out the rolls. When baked, the rolls are already sliced and buttered.

Roll out and bake cobbler crust on a cookie sheet and then cut into squares and place on the warm fruit which has been cooked, thickened, and portioned into serving dishes.

Bake cakes in individual paper cups for variety. This will save pan washing, make desserts attractive, make it easier to count the servings from a given recipe, and permit portion control.

Prepare a pan-coat from flour and shortening to grease cake pans. Apply with a 3" brush.

To make bread crumbs:

- a. Put dry bread in plastic or paper bag and roll with rolling pin.
- b. Put dry bread in mixer bowl and use flat paddle to crush it.

- c. Run dry bread through the food chopper or grater.
- d. Freeze soft bread before grinding.

Having trouble opening sugar or flour sacks? Stand the sack perpendicular to you with the double stitching on your right. Cut end of string nearest you close to sack. Pick first stitch or two carefully and the rest will unravel very easily.

Cut cakes before frosting.

Vegetables

To remove skins from tomatoes:

- a. Dip them into boiling water until the skin will slip. Cool immediately by placing them in cold water. Remove the skins and place the tomatoes in refrigerator.
- b. Rub the back of a knife over the entire surface to loosen the skin.
- c. Insert a fork into a firm tomato and hold it over a low flame until the skin wrinkles and splits.

Do not mix fresh tomatoes or cucumbers in combination salads until ready to place on the serving line. The acid from these vegetables will tend to wilt the other vegetables in the combination.

When preparing lettuce for salad cups, don't cut out the core. Grasp the core firmly and twist once and it will come out rather easily. Let water run through the core hole into the lettuce and it will loosen and separate the leaves.

To make celery rings or crescents, cut an entire bunch at one time with a French knife, then sweep it all into a collander. Wash under a strong stream of water.

When cleaning spinach, break off all stems from the leaves before washing, and wash in warm water, using two pans.

Hold onions under lukewarm water when cleaning and cutting. This will help you avoid discomfort and that tear-stained look.

Cut unpeeled onions in quarters from top to bottom, then remove skin from quarters by pulling skin out and down.

Cooking potatoes in their jackets saves food value and prevents waste in peeling. Boiled potatoes may be peeled fast by hand than uncooked potatoes.

Whenever possible, scrub or scrape vegetables instead of peeling them. For example, fresh young carrots, for carrot strips, need only scrubbing.

Sort potatoes and other vegetables before putting them into the vegetable peeler. Be sure to check the time in the peeler. You'll save both time and food.

From: Koch Food Service Bulletin 644

KEY POINTS FOR HANDLING FRESH, FROZEN READY-TO-COOK TURKEYS

Frozen ready-to-cook turkeys must be properly handled during thawing, preparation, cooking, cooling, and serving to avoid spoilage, or serious food poisoning.

Storing

- Store turkeys in freezer in shipping containers.
- Keep hard-frozen at 0° F or below.

Thawing

- Remove from freezer storage *only* the number of turkeys needed for one day's use. Necks and giblets may be retained in freezer at 0° F or below for later use.
- Thaw in original wrapper in refrigerator (35° to 40° F). Allow to 3 days to thaw frozen turkeys 18 pounds and over, and 1 to 2 days to thaw turkeys weighing less than 18 pounds.

OR

- Partially thaw in original wrapper in refrigerator and then place in *cold water* until completely thawed.
- *Do not* thaw at room temperature and *do not* thaw in warm water.

Preparing and Cooking

- After turkey is thawed, clean as necessary--washing turkey thoroughly inside and out in cold water.
- Cook turkey promptly. Or refrigerate and cook within 24 hours after thawing. **DO NOT REFREEZE.**
- Serve cooked turkey promptly.

Storing Cooked Turkey

- If turkey is cooked the day before it is served, remove meat from bones and cool promptly in refrigerator (35° to 40° F). Cool turkey by spreading in thin layers on sheet pans and cover loosely with waxed paper.
- Promptly refrigerate any leftover turkey, broth or gravy. Stir broth or gravy frequently while cooling.
- Use *all* cooked turkey products within two days.

For complete instructions on storing, thawing, cleaning, cooking, cooling, and serving turkey see Cards D-7, D-8, D-9 and D-10 in the USDA Card File--"Quantity Recipes for Type A School Lunches", PA-631.

From USDA

SUGGESTED GUIDELINES FOR CARE OF MILK AND DAIRY PRODUCTS

The majority of the milk and dairy products processed by dairies are of the highest quality. Unfortunately, improper handling after delivery can change these products into unwholesome foods. The quality of dairy products can be preserved by observing the following simple precautions:

1. Place your dairy products under refrigerated storage immediately after delivery.
2. Never allow dairy products to stand at room temperatures.
3. Maintain a storage temperature of 33° to 40° F to maximum shelf life.
4. Store frozen desserts at a temperature of 0° to 10° F.
5. Maintain constant storage temperatures. Fluctuating temperatures can adversely affect your dairy products, especially frozen desserts.
6. Keep all dairy product containers closed and odorous foods covered to prevent absorption of odors into the product.
7. Use previously purchased dairy products first.
8. While serving, maintain product temperatures at 33° to 40° F.
9. Check milk dispenser units for proper temperatures. (33° to 40° F)
10. Locate cold room thermometer at the warmest points, the areas nearest the doors.

Check the accuracy of these thermometers routinely by comparing them with an accurate, standardized thermometer.



**The care of MILK
is everybody's baby.**

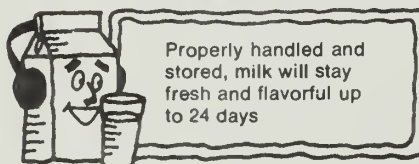
"Baby" your milk...

Keep it COVERED.

Milk may absorb flavors
and odors from other foods

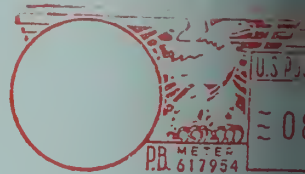
Keep it COLD.

Milk stored at 40 degrees
or under **keeps well**
and tastes great.





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Superintendent of Public Instruction
Helena, Montana 59601

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